DOCUMENT RESUME

ED 179 704 CE 022 574

AUTHOR	Katz, David; And Others
TITLE	College and Industry: Partners in the Handicapped Role (Cipher III).
INSTITUTION	City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS AGENCY	New York State Education Dept., Albany.
REPORT NO	CASE-21-78
PUB DATE	Aug 78
GRANT	VEA-78-3A-179
NOTE	111p.; For related documents see ED 132 809 and ED 152 381
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Affirmative Action; Business; Clearinghouses; Disadvantaged Groups; Education Work Relationship; Employers; *Employment Opportunities; Employment Practices; Equal Opportunities (Jobs); *Handicapped; *Job Placement; Labor Unions; Occupational Choice; *School Industry Relationship

ABSTRACT

A project was designed and instituted to furnish a structure that would bring together three groups--potential employers, college personnel, and disabled people--to increase employment opportunities for the handicapped. During the third and final project year, representatives of all three groups met in workshops to discuss issues and concerns. Among the conclusions drawn are these: (1) companies need current, reliable information about legal aspects of hiring disabled people; (2) businesses may profit from sharing effective strategies that increase employment of the disabled; (3) businesses and labor unions need to include in collective bargaining agreements ways and means to enhance employment opportunities by recruitment and job restructuring; (4) once hired, disabled persons need help to advance on career paths at the same rate as their able-bodied peers; (5) the myth that the disabled are more highly motivated, perform better, and are more loyal than the able-bodied places an unfair burden on them; and (6) colleges and businesses should cooperate to ensure the relevance and "fit" of skills preparation. Based on all the input and discussion, it is recommended that two clearinghouses be set up--one to aid the disabled in job placement, the other to furnish information about the handicapped to businesses and industry. There is, furthermore, a need to develop awareness programs for managers and supervisors, and to conduct follow-up studies of disabled college graduates. (CP)

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COLLEGE AND INDUSTRY:
PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE
(CIPHER III)

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The New York State Education Department
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CASE 21-78
August 1978

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CE 022 574

FOREWORD

The "College and Industry: Partners in the Handicapped Employment Role" (CIPHER) project is a response to the vocational needs of disabled college students. The project's goal was to meet the occupational and employment needs of handicapped students through a series of workshops attended by representatives of the three groups most directly involved: employers, college personnel and disabled people.

Programmatic activities provided numerous opportunities for an exploration of many issues and concerns related to helping disabled people find a role in the world of work. One business personnel manager summarized her willingness to participate in this way:

> There are many people in industry like myself who really care about integrating the handicapped person into mainstream careers. We need to be educated to the needs of handicapped people, their abilities and potential, and the tools that may be needed to accommodate them. There's a lot of feeling and drive that's mounting and industry needs to be prepared.

College placement and counseling personnel expressed certain needs which representatives from industry could help fulfill. An example:

> We need to know what recruiters are looking for, what their manpower needs are, and job search information. We need leads, current information, and an opportunity to sell our product to buyers in the employment market.

As with reports on the entire CIPHER Series, this report outlines approaches which can be utilized in developing programmatic activities to increase the employment potential of disabled students. Detailed descriptions are included of the following:

- Organizational procedures for the program as a whole and for individual workshop activities;
- Techniques of soliciting representatives from business and industry to participate in workshops;
- Methods of generating and examples of workshop agendas;

- Large group interactions and small group problem solving activities;
- Assessment techniques that aid evaluation of interim and final project outcomes.

The project deliberately sought to bring together individuals from widely divergent constituencies to share issues, concerns, needs, and information. A number of common elements emerged which serve to validate the extent to which the workshop program was successful.

The Institute welcomes reactions to this report, and supplemental information from readers conducting similar activities.

Lee Cohen, Ph.D.
Director
Institute for Research and
Development in Occupational
Education

ACKNOWLEDGEMENTS

Many people gave very generously of their time and expertise to the "College and Industry: Partners in the Handicapped Employment Role" project. Appreciation is extended to:

Dale Post, Director
and
William Boudreau, Supervisor
Division of Occupational Supervision
New York State Department of Education

for their continued support and encouragement of the CIPHER endeavor.

The following businesses and industries sent representatives having the knowledge, background and experience for enhancing employment opportunities for disabled people:

Aviation Development Council
Bantam Books, Inc.
Business Week
CBS Publications
Center for the Study of Foodservice Management, New York University
Citicorp
Con Edison
Devin Scott Associates
Dun-Donnelly
Eastern States Bankcard Assn.
Equitable Life Assurance Society
Fawcett Publications
W. R. Grace & Company
Grumman Data Systems
Holt, Rinehart & Winston
Hotel & Restaurant Employees & Bartenders' Union, Local 69
Hotel Industry Training Program
Hotel Pierre
IBM
Inhilco, Inc.
Interstate United
J. C. Penney
Loews Corporation - The Summit Hotel
McGraw Hill
Montefiore Hospital
National Center for Career Life Planning
New York Daily News
New York Restaurant Assn.
Plaza Hotel
Restaurant Associates, Inc.
Sky Chefs (American Airlines)
Time, Inc.
Top of the Park Restaurant
Viking Penguin Press
John Wiley & Sons, Inc.

Persons from business, industry, labor, and government groups who provided CIPHER staff with current issues and concerns, guidance, and contacts within industry, and who, by their willingness to serve on the project's Business/Industry Advisory Council, helped to ensure the success of the CIPHER program are hereby acknowledged:

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Persons having broad knowledge and experience from government, rehabilitation agencies, and other resource agencies serving handicapped people gave generously to the CIPHER project. The following agencies were represented:

American Federation of State, County & Municipal Employees (AFL-CIO)
Bureau of Labor Statistics U. S. Dept. of Labor
Deafness Research & Training Center, New York University
Half-Fare Program for the Handicapped, Human Resources Administration
Handicapped Law Project - Community Action for Legal Services
Human Resources Center
Human Resources Development Institute
ICD Research & Rehabilitation Center
Institute of Rehabilitation Medicine
Jewish Guild for the Blind
Just One Break
Mayor's Office for the Handicapped
National Paraplegia Foundation
Newsletter for Industry
New York City Board of Education
New York State Dept. of Civil Service
New York State Workmen's Compensation Board
Office of Federal Contract Compliance, U. S. Dept. of Labor
Office of Vocational Rehabilitation, New York State Dept. of Education
Rehabilitation Services Admin. - Dept. of Health, Education & Welfare
University Affirmative Action Office - City University of New York/Board of Higher Education

The following persons provided valued guidance for project staff, on-campus support for student personnel staff members involved with CIPHER, and served as members of the project's College Advisory Council:

Robert Cohen,
Acting Dean
Hunter College

Robert Feinstein, Assistant Dean of Students,
New York City Community College

Dean Bernice Fleiss
Hunter College

Dean Julius Ford
Westchester Community College

Dr. Jeffrey Kleinberg
LaGuardia Community College

Prof. Victor Margolis
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Dean Peter Martin
Hostos Community College

Dean Michele Mattia
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Dean Dorothy McCormack
College of Staten Island

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A variety of professional persons from job placement offices, career and academic counseling departments, vocational educational programs, special services offices and programs for disabled students contributed to the achievement of positive outcomes for the CIPHER project. Their names appear in Appendix A.

Our thanks and sincere appreciation are extended to the disabled college students, handicapped workers within business and industry, and leaders of organizations of disabled persons who offered their insights at CIPHER workshops.

To Gloria Davis and Claire Mendelson go recognition for a job well done in carrying out the numerous administrative and typing tasks which are central to a project of this sort. Our colleagues, Burt Flugman, Leo Goldman, and Randy Tarrier selflessly provided guidance, direction and leadership to the project.

TABLE OF CONTENTS

	Page
FOREWORD	i
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	vii
BACKGROUND	1
Need and Rationale for the Project.	1
Project Objectives.	4
THE PROGRAM DESIGN	5
Program Planning Procedures	6
THE WORKSHOP SERIES: ISSUES AND OUTCOMES	15
STEPS TO EMPLOYMENT: CRITERIA AND ANALYSIS	24
Employer Attitudes and Concerns	24
Legal Issues Affecting Employment of Handicapped Persons.	29
PROACTIVE STRATEGIES FOR HIRING HANDICAPPED PERSONS: A CRITICAL LOOK AT THE STATE OF THE ART	42
PROGRAM EVALUATION	48
CONCLUSIONS AND RECOMMENDATIONS	59
APPENDICES	63

A. Participants at CIPHER Workshops - Business/Industry, Resource, College
B. CIPHER Workshop Agendas
C. Materials Used in Small Group Problem Solving Tasks
D. College Advisory Council Meetings - Agendas
E. Letter Samples
F. Participant Ratings of Accomplishment of Program Objectives

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE III (CIPHER III)

BACKGROUND

Need and Rationale for the Project

For several years, the Institute for Research and Development in Occupational Education (IRDOE) has been developing a variety of programs to respond to the needs of handicapped students in selected high schools and colleges throughout New York State. A crucial finding of these programs has been that any programmatic activity focusing on vocational readiness for handicapped students requires input from the business, industry and labor sectors of the community to be successful.

Community colleges throughout New York State continue to increase their enrollment of disabled students in response to legislative mandates and in part because of IRDOE's efforts to sensitize college personnel to a spectrum of approaches and activities which may be utilized to ensure a rich learning experience for the disabled student. Such activities include recruitment, architectural modifications support services, and perhaps most important for the graduating student, vocational guidance resulting in employment.

Having successfully navigated the sometimes tumultous waters of a college education, disabled students reasonably expect to be able to compete with their able-bodied peers for a job and a beginning career. Outcomes of IRDOE programmatic activities and the negative experiences of handicapped students in securing employment strongly suggest serious deficiencies in meeting the occupational expectations

of disabled students. In short, handicapped students experience extraordinary difficulties in their search for jobs.

In response to the vocational aspirations of disabled students attending colleges in the metropolitan area, IRDOE staff designed a program to identify issues and concerns related to employment of disabled students, and to help remove the barriers--physical, social, and psychological which keep handicapped people from being employed. "The College and Industry: Partners in the Handicapped Employment Role" (CIPHER) program is based on an acknowledged awareness that collaboration among disabled students and the college and business/industry/labor/government communities is perhaps the most effective way to fulfill the employment needs of handicapped persons.

For the past three years, the CIPHER program has brought together representatives of major businesses in the New York metropolitan area and college representatives, including disabled persons, to explore and problem-solve issues and concerns that relate to employment of disabled workers. CIPHER has stimulated development of a network of mutually valuable contacts for college and industry, and has fostered development of support communities for those who often work as single change agents either within the college or business environment.

While sensitization of college and industry groups to the employment potential of handicapped students is important, this effort needs to be augmented with a variety of additional activities and information. Past experience with CIPHER and other programs indicates that myths, stereotypes, and misinformation regarding handicapped workers pervade the business and college communities. Thus,

a major thrust of CIPHER has been to provide accurate information and details about insurance rates, workmen's compensation, eliminating architectural barriers, job restructuring, affirmative action, and the work capabilities of persons with differing disabilities.

College personnel, in addition, need to expand their awareness of the realities of the business world and the criteria utilized by personnel staff when making hiring decisions. For example, at a CIPHER workshop, an employment manager from a large publishing firm succinctly stated the case in this way: "If employers cannot see their way clear to making a profit, then whatever it is that you propose to do, there will be no response." "Bottom line" considerations do influence commitment in industry to new ideas or directions. Personnel officers and line managers consider the effects of handicapped employees on co-workers, the need for maintaining efficient performance standards and the possibility of discrimination suits following an action the employer believes is in the best interests of the company.

Colleges have suffered cutbacks in staff positions because of recurring budget crises. As a result, drastic changes have occurred in job development and placement services since job placement personnel can spend little or no time in the field to develop contacts with the business community. Retrenchment of services adversely affects disabled students more than their able-bodied counterparts. Thus, opportunities to establish solid contacts in the business community, such as the ones offered by CIPHER workshops, hold great appeal for college counselors.

Considerable progress has been made in the past several years clarifying legislative mandates applying to handicapped people, especially Sections 503 and 504 of the Rehabilitation Act of 1973. In addition, the federal government has announced a policy of compliance reviews which is an added impetus for colleges and industry to conform to regulations regarding handicapped people. Because of rapid changes in these areas, an additional task undertaken by the CIPHER project was to provide information to all participants about legislation, regulations, and compliance review procedures. Resource persons from a variety of rehabilitation and governmental agencies were invited to share their expertise with CIPHER participants. Thus, CIPHER sought to provide all kinds of relevant information to participants and to increase awareness of resources useful in helping the handicapped person find a role in the world of work.

As in previous years, the 1977-78 CIPHER program provided a forum for the free expression of issues, concerns, ideas, and strategies. An atmosphere of trust was maintained in which candid discussions could serve as a foundation for cooperative relationships and development of strategies to fulfill mutual interests and goals. This process seemed the most prudent if both handicapped students and the business community were to benefit from fulfilling the vocational aspirations of handicapped people.

Project Objectives

The overall goal of CIPHER was to expand and enhance awareness of and responsiveness to the employment potential of handicapped college students on the part of business and industry, labor, government,

and staff from the college community working with handicapped students. The major objectives were:

- To expose and sensitize business, labor, government agencies and community college groups to the employment potential of the handicapped;
- To organize two separate advisory councils, one composed of college administrators, and one of personnel officers of business/industry/labor and government;
- To inform program participants of current government affirmative action decisions and legislation as they relate to employment of the handicapped;
- To increase through person-to-person contact employment possibilities for disabled graduates.

THE PROGRAM DESIGN

The design of the CIPHER project has undergone a series of modifications as a result of periodic evaluations over a three year period. Refinements have permitted development of a design which has generalized applicability for those wishing to implement a similar program in other geographic locations. The organization of CIPHER called for a structure which would bring together potential employers with college personnel and disabled people to increase employment opportunities of handicapped persons. Each group has unique interests, concerns, and methods of operation. In recognizing this fact, the CIPHER project emphasized areas of mutual interest and benefit, and offered program components which enhanced cooperative endeavors among the constituencies being brought together. Past CIPHER workshops had proven the value of focusing on career clusters which reflected work interests of college students and the occupational programs offered by colleges in the New York metropolitan area. During the first and second

project years, the following industries and occupational areas were represented: accounting, advertising, banking, data processing, health, insurance, and technologies. The current project year focused on the publishing and hospitality (hotels, motels, restaurants, industrial food preparation and catering) industries. While the career clusters did overlap, the categories were most useful for organizational purposes and for bringing together business representatives having common needs and concerns. College job development and placement personnel were especially helpful in selecting the career clusters.

Program Planning Procedures

Advisory committee. In planning workshop activities, project staff were guided and supported by two advisory councils composed of people with diverse employment experiences. One council consisted of representatives from business/industry/government/labor at the management level; the other, the College Advisory Council, was composed of administrators of student personnel at colleges participating in the CIPHER project.

Members of the Business/Industry Advisory Council were selected from those participating on previous advisory councils and also included new members who had indicated a desire to become involved in the project. The College Advisory Committee was inherited intact from the 1976-77 CIPHER project. Since this year's project expanded to include four-year colleges, dean or administrators from the new colleges were invited to serve on the council.

Both advisory councils served several important functions: They

reflected current issues and concerns of their various constituencies; they provided critical appraisals of CIPHER agendas and workshops; they helped to foster enthusiasm for and participation in CIPHER workshops, and they helped to encourage implementation of strategies developed at the workshops.

In addition to advisory council members, other resource people were contacted. College student personnel staff having frequent contact with disabled students and who had participated actively in prior workshops were consulted regularly to assist the project team in developing project priorities, business and resource agency contacts, and activities for workshops. College personnel whose advice was sought included career and academic counselors, job placement personnel, and coordinators of special services. The CIPHER project team also participated as members of the City University of New York (CUNY) Committee for the Disabled, which represents disabled students at all 19 units of CUNY. The team also utilized as resource people professionals in the New York metropolitan area who work directly with disabled people. Among the resource people who gave generously of their time and expertise were representatives from the ICD Research and Rehabilitation Center, Institute of Rehabilitation Medicine, Human Resources Center, Office of Federal Contract Compliance, and the New York State Office of Vocational Rehabilitation.

The wide spectrum of persons and institutions who contributed to the planning and evaluating phases of the program also helped the project team in designing individual workshop sessions. To a large degree, the success of a project such as CIPHER depended on involving in the

planning process key people from business, colleges, and institutions serving the handicapped.

Selection and procedures for contacting industry representatives

One criterion for selecting industry groups to participate in the program was related to the interests of disabled students in similar occupational programs at colleges in the New York metropolitan area. Once a career cluster was chosen, identification of potential participants within specific businesses was made by advisory committee members, industry associations, college placement personnel, consultants, and previous CIPHER project participants. Since this was the third and final year of the CIPHER project, a rich resource pool composed of previous participants greatly assisted the project team in its search for appropriate representatives. Recommendations of specific individuals within a company were the most productive source of potential participants. Project staff also asked persons who had indicated a desire to participate to recommend persons in similar positions in other companies, some of whom were competitors. Finally, individuals were asked to contact their friends and colleagues so that informal professional and social networks might provide additional leads.

Actual contact with industry followed several routes. Initial contact was made either by letter with an immediate telephone follow-up, or by telephone with an immediate written follow-up. It is crucial that the initial approach, either by letter or by phone, be well thought out and concise, and, most importantly, focus on the benefits that would accrue from participation. Specifically, the contact

required a concise, explicit explanation of: 1) the intent and overall goal of CIPHER; 2) the roles to be played by business representatives; and 3) the benefits to be gained by participating. For the message to have impact, the contact was made in a positive, up-beat way, with a proper degree of enthusiasm. Project staff stressed the benefits that would derive from the information sharing and face-to-face interaction with resource people. In addition, it was explicitly stated that business representatives would not be asked to find or promise jobs for disabled students. (Sample letters written to industry contacts may be found in Appendix G.)

Initial contact within a company usually was made at the level of vice president or department head. Industry persons were sought who had sufficient power in the organization and were secure enough in the corporate structure to be able to serve as change agents and could enhance the likelihood of the company's maintaining a commitment to affirmative action. In practice, while the contact person may have agreed to attend, on occasion s/he elected to send a substitute delegate. Generally, workshop participants were drawn from all levels in an organizational structure. (See Appendix A for job titles and firms represented at CIPHER workshops.)

Several follow-up contacts were made by project staff after the initial communication. Memos were sent to participants outlining agenda topics reminding them of the time and place of the meeting. In addition, telephone contact was made again with each participant several days before the conference. Experience indicates that while industry representatives may agree to attend, other demands often

arise which take precedence. The project team found it necessary to have at least twenty firm commitments from industry representatives to ensure the presence of at least eight attendees from the business community.

Selection and contact of community college personnel. Staff from counseling, academic and technical-occupational departments in colleges in the New York metropolitan area were invited to CIPHER workshops. Among those who participated were personnel holding job titles of academic, personal and career counselor, job placement and/or development officer, coordinator for the disabled and dean of student personnel. Other invitees were faculty from departments whose subject matter related directly to the industry represented at a workshop. The contact process with college personnel was similar to the one utilized for industry. Initial contact was made by letter and/or telephone. However, personal visits by the project team to colleges that had not previously been involved in the program facilitated participation. (See Appendix A for a list of colleges and their representatives at CIPHER workshops.)

Workshop topics and group processes. A major goal of the CIPHER workshops was to facilitate an exchange of information in a number of areas including: job trends within the companies represented at a workshop; college training and counseling programs for disabled students; personnel practices of corporations; state and federal laws applicable to the hiring of disabled people; aids and devices utilized by the disabled to help overcome their handicapping

condition(s); architectural modifications; rehabilitative and resource agencies working with handicapped people; and health and disability insurance provisions. In addition, a number of practical "how-to" issues emerged: how a disabled person and a personnel interviewer can share information about the disabled person's strengths and limitations in positive ways; how industry can approach difficulties created among co-workers when a handicapped worker first appears on the job; how colleges can secure work experiences for handicapped students; how contacts between college placement personnel and industry employment managers can be made and nurtured; and how resource agencies can be used effectively.

The workshops were designed to provide information and affective awareness. Each workshop consisted of a large group session which was primarily didactic, and small group activities designed to promote close examination of specific issues within a problem-solving context. Participants had an opportunity to become more fully informed about some of the issues related to employment of handicapped individuals and to incorporate this knowledge into strategies for enhancing employment opportunities for the disabled. (See Appendix B for all workshop agendas.)

Two workshops were planned for each career cluster during which industry representatives had an opportunity to share the following information with group members:

- Services or products offered by the industry;
- Major occupational/job categories within each segment of the industry;

- Job market trends within the industry. Current labor needs, and projections into the next three to five years;
- Personnel practices related to recruitment, assessment procedures and training programs;
- Modifications of personnel practices when hiring disabled individuals;
- Experiences in recruitment and employment of disabled employees;
- Corporate policies that have affected the employment of disabled individuals.

College representatives present at the workshops imparted valued information to business people, because for many business representatives, CIPHER provided the first exposure to college programs that meet the needs of disabled students. Many business representatives expressed surprise to learn of placement services offered by the community colleges which could be used to increase the pool of job-ready potential employees. College participants were asked to provide the following information:

- The role of the community college in the greater New York metropolitan area;
- The occupational preparation offered;
- The roles and functions of the student personnel staff:

  ...education/career counselor
  ...job placement officer
  ...cooperative education coordinator
  ...coordinator of special services for the handicapped;

- The job placement/development activities used in securing jobs for disabled students;
- Examples of successful placements of disabled students and the elements that contributed to their success.

Small group problem-solving activities served a number of purposes. An implicit purpose was to provide a forum which would lead to the development of informal support networks among the participants. Other purposes included:

- Exposing industry persons to disabled college students and graduates successfully placed in industry, who were able to articulate their needs, feelings, and concerns;
- Promoting a climate for an examination and critique of attitudes, beliefs, and behavior exhibited by all parties as regards employment of disabled persons.

Finally, because CIPHER workshops averaged thirty-five participants, small group activities helped to encourage active participation by all persons attending the workshop.

Project staff developed a list of concerns regarding employment of disabled persons from a number of sources. For example, past CIPHER workshops had generated numerous issues which reemerged in the third-year project; advisory committee members suggested current concerns; college placement and counseling personnel provided their perceptions of the state of the art; the CUNY Committee on the Disabled identified problem areas; "Newsletter for Industry: Affirmative Action for the Handicapped" was a useful source of information; and participants themselves generated their own on-the-job concerns. The following problems and scenarios provided a foundation for fruitful discussion within small groups:

1. The face-to-face interview between the disabled job seeker and the personnel officer is often an educative process for both participants. How does the disabled person present him/herself in a way that deals with the "asked" and "unasked" questions that an employer might have?

2. In hiring the disabled, it is sometimes necessary to modify working conditions to meet some needs of the employee. How does business/industry approach the task of modifying working conditions to accommodate the disabled?

3. In many instances, businesses, especially large corporations, are concerned with the "public image." In what ways does this concern conflict with their hiring of the disabled for positions where there is visibility of the disability?

4. Oftentimes personnel officers report that their attempts to hire disabled workers are thwarted by less than positive reactions from supervisors and potential co-workers. What approaches have been found to be helpful in achieving these objectives for disabled students?

5. To what extent do personnel officers make use of the community college job placement office to meet their firms' employment needs? What are the advantages/disadvantages to industry in using the job placement office as a source for hiring the disabled?

Other small group activities were designed to stimulate thinking about the process by which a disabled person may seek and find employment. The participants were asked to respond to a series of questions related to the student's vocational potential, ways of actualizing that potential, and possible career paths on which the student could embark.

Employers were asked to outline in detail the formal and informal procedures by which job slots are filled in their companies. Participants then explored roles college placement personnel could assume which would assist the employer in placement of disabled persons. (See Appendix C for small group problem solving activities).

Small group activities such as the ones outlined above helped to foster cooperation between the college and business communities as a result of sharing common needs and concerns.

In the next section, actual issues and concerns generated by the large and small group discussions are outlined in detail.

THE WORKSHOP SERIES: ISSUES AND OUTCOMES

Past experience at CIPHER workshops indicated that participants expressed similar concerns at each workshop; that is, regardless of the career cluster, common issues and concerns emerged during discussions. For this reason, the issues and outcomes of all workshop discussions and problem solving activities have been combined and will be reported in this section of the report. Of course, individual differences within industries and workshops will be reported also.

College placement personnel seemed most concerned with three major areas of inquiry: job trends within industry; the kinds of modifications companies were willing to make to accommodate handicapped workers; and company efforts to educate and sensitize managers to the employment potential of handicapped people.

Industry representatives sought information about the range of psychological, vocational and support services offered by colleges to their disabled students; persons and agencies to whom an employer could turn for assistance if a problem were to develop as a result of hiring a disabled person; and the intent, meaning and ramifications of legislation designed to increase employment opportunities for disabled persons.

The final CIPHER workshop brought together resource people from industry, government, the rehabilitation field, and education, many of whom had demonstrated a commitment to developing employment opportunities for handicapped people. Keynote speakers from business, government, legal services, and education began the program with an

analysis of current issues affecting employment of handicapped people. After a question and answer period, participants gathered in a series of small groups to discuss specific concerns. The small groups were led by resource persons having expertise in the areas of concern being examined. The controversy generated by the participants created a lively debate, the results of which should serve to enhance employment for disabled persons.

This section summarizes the information offered by industry and describes college programs, activities and support services for disabled students. Additionally, a range of attitudes and beliefs about handicapped people are reported and examined, and useful strategies for enhancing employment opportunities are presented. Since all of the workshops were taped, direct quotations have been included to capture the spirit and richness of the interactions among participants.

Industry update. As a way of helping college placement personnel gather current information about job trends within career clusters, industry personnel were asked to describe personnel needs and projected job trends within their companies.

The publishing and hospitality industries which were the major career cluster areas for the 1977-78 CIPHER program are considered to be glamour industries. While both industries are "people intensive," there is little need for companies within these industries to recruit employees because in most situations the demand for jobs far exceeds the supply. According to industry representatives, individuals are approaching companies in these two career clusters

in sufficient numbers so that companies have a sizable pool of potential employees from which to meet their labor needs. In addition, the economic crisis has had a negative impact on the number of jobs available within sectors of the hospitality industry as evidenced by a decrease of 8,000 members in the hotel and restaurant union in the last ten years. An industry representative explained some of the effects of technological innovation by noting that as machines replace people in the work force, there is a need for more highly trained and skilled workers. However, there still is a fluctuating demand for unskilled and semi-skilled ("back of the house") workers in some segments of the hotel and restaurant industry.

In a parallel fashion, the employment potential in the publishing industry has changed markedly as reflected by the "going out of business" of some 23 newspapers. A major cause for the reduced number of businesses in both industries has been technological displacement-- especially that caused by automation.

Representatives from the publishing industry provided detailed information about generic job trends which was seemingly useful to the college job placement personnel. For example, a representative of a large publishing company reported that experienced workers in data processing were being sought. "We are looking for people with majors in computer science who have 'hardware' experience. We are especially interested in people who have had hands-on experience with the hardware we utilize. In addition, we are looking for individuals with a business background for our international operations." This company also publishes a pamphlet called "Careers in

Book Publishing" which contains information about current jobs and employment trends, as well as career paths within the company. Other publishing companies reported having similar pamphlets.

Representatives from a conglomerate having a well-established publishing subsidiary reported that there were job opportunities in many areas of their publishing operation including accounting, clerical, data processing, editorial, management (business background), secretarial, and writing. However, several companies indicated that corporate hiring policy was on "developing talent internally."

Some companies fill positions from unsolicited resumes. However, all of the publishing representatives stated that there is a need to have had some prior experience, preferably paid work experience. "Paid jobs are seen as a commitment by industry," one publishing company representative stated; "Industry will want its investment to pay off." Other non-paid experiences favored by employers include work on college newspapers or magazines, internships and summer positions within the industry. Part-time, free lance or per diem work at any publishing company are considered valuable also.

A college counselor responded to the publishing industry's emphasis on prior experience in this way:

> The constant references to the need for positive, successful work experiences creates a "Catch-22" situation for the handicapped applicant because the same forces that militate against his/her placement after college have been operating during college also. We have a much harder time placing disabled students in internships, cooperative work experiences and summer jobs than their able-bodied peers.

Another college counselor, expressing apparent pique at publishing representatives' emphasis on free lance work for handicapped persons said, "Let's get away from 'free lance' as a way of nicely exiting the individual from becoming a real part of the work community." She elaborated her view further by stating: "It is necessary to work with other people. One cannot work at home and get the same kinds of rewards that one gets if one goes out and works as a part of the group."

In summary, then, positions exist currently in the publishing field for skilled writers and editors, for persons with strong backgrounds in business and finance, electronic and data processing, and secretarial sciences. However, the general trend is for companies not to recruit actively for these job openings. Virtually all companies follow a policy of developing talent for positions above entry-level from within; and some welcome unsolicited resumes.

Other sources of jobs within publishing are the Magazine Publishers' Association which can place people, especially those with an MBA degree, and the Coalitions of Publishers for Employment, a "teaching" organization which offers an opportunity for individuals to gain experience in different aspects of publishing.

Job trends within the hospitality industry were described succintly in this way by the president of a restaurant association:

> As long as there is a population that lives and breathes, there will be a need for eating and dining out. There is a difference between eating and dining; one eats at McDonald's and one dines at a restaurant. This is a very important factor to bear in mind. The requirements and skills needed to work at McDonald's differ greatly from those at "21" (a fashionable restaurant).

Regardless of the type of eating establishment, the jobs which are most available are the "back of the house jobs," the menial jobs which pay the minimum wage or less. "Self-service is on the upswing, and the trend is for less skilled workers," reported one representative. Both the fast food and luxury restaurants are "taking off," according to a knowledgeable observer, "but there is no middle of the spectrum. The mom and pop operations are closing down."

In addition to the back of the house operations, there are continuing needs for data processors, management personnel and clerical staff. Positions for chefs and the "service oriented" parts of the employment spectrum are highly competitive and have the most rigorous hiring standards. Finally, food distribution was identified as a burgeoning area which will provide a number of new job opportunities.

In summary, positions are available within the hospitality industry. In fact, the owner of an employment agency specializing in placement of individuals in the hospitality industry reported that since January 1978 there has been an increased demand for workers in all five areas of hospitality: fast food; full service restaurants; the hotel, motel, college and industrial feeding organizations; health related institutions; and food sales. "The life style is difficult," he added, "but the pay is good because of the unusual demands of the work."

College program: Industry responses. Representatives from the college community were given an opportunity to describe program components designed to assist disabled students in their search for

employment. While programs vary from college to college and are subject to variance because of availability of staff, most colleges offer a program having several articulated components. For example, approximately a year before graduation, a job counselor and a disabled student meet to prepare a resume. The student's prior experience is explored along with his/her academic record and career aspirations. Disabled students are offered opportunities to enhance their job-readiness skills through participation in workshops on self-presentation and interview skills, personal grooming and information seeking techniques. Another step involves exploring career clusters, job options and the individual's personal career preferences as a way of generating leads and options. Following this, a job search is undertaken either through recruiters or through personal contacts with potential employers. After the person's qualifications and skills are explained to the employer, the counselor may mention, "...the person gets around on crutches, has a car, and is mobile." Following an actual job interview, there is a debriefing activity involving contact with the employer. This follow-up allows the counselor to find out how the interview went and to contribute additional information if needed.

Some colleges have cooperative education or on-the-job training which places handicapped students in actual work situations as part of their occupational programs. Not only does the student gain valuable work experience, but s/he may be perceived as a role model by the employer, thereby increasing the possibility that other handicapped persons will find work. Placement counselors emphasized that

disabled students were more difficult to place in volunteer jobs than their able-bodied peers were in paid positions.

Industry representatives stressed to college participants the importance to the business community of bottom line consideration. "Profit is always the issue," said a publishing representative. Often college placement personnel seem to feel industry should accept greater social responsibility and demonstrate a greater commitment to resolution of social, cultural, or human problems. Occasionally college placement personnel presented ethically tinged arguments for hiring handicapped people. "The business/industry community does have absolute limits," replied one industry representative. "The issue seems to be where the line is drawn for the corporation as mothering agent. Social responsibility is great so long as there are no negative effects on the bottom line." Thus, pleas made to employers which emphasize social responsiblity or suggest in any way that industry should act as a rehabilitation agency are seen as counter-productive.

Industry representatives felt that many college programs do not prepare students adequately for positions after graduation from college. While this generalization was applied to graduates as a class of people, industry representatives suggested several specific solutions for handicapped students. They were supportive of cooperative education programs, and proposed joint program sponsorship of projects to train and place handicapped people which could be supported by government grants.

One college counselor summarized discussions between the business/industry and college communities:

> It is clear there is still ignorance on both sides... employers have needs and goals about which educators are ignorant and vice versa. There is no substitute for the ventilation of anxieties, real and/or imagined, and about goals and expectations.

This was the purpose served by the sharing of information and feelings between the two communities.

STEPS TO EMPLOYMENT: CRITERIA AND ANALYSIS

Employer attitudes and concerns

A lively, engaging debate took place during the hospitality workshops which brought into sharp focus many of the issues and concerns employers have regarding the hiring of handicapped workers. The discussion started with a description of the dining experience by a hospitality industry representative:

> We in the hospitality industry create an entire ambiance for the clients that come to our establishments. Mrs. John Q. Public decides she wants to go out for an evening; she wants to get her hair done, perhaps put on a new dress. Mr. John Q. Public has had a hard day at the office, he wants to go out and have a good time. They walk into a restaurant and see an employee who is visibly handicapped. The conversation starts off with 'Gee, isn't that terrible; I wonder what happened.' Right off the bat you've taken the evening off of a high and created a problem in their eyes. They are dining out to forget their problems and enjoy themselves. After all, people don't want to go to restaurants and have problems."

There is a pervasive feeling among many employers that hiring a disabled person will be upsetting both to fellow employees and the public being served. Disabled employees are sometimes viewed as creating problems; they are perceived as the cause for making others feel ill at ease and should therefore be ignored or avoided. As the discussion progressed, this view was stated more explicitly:

> If people come to dine at a restaurant, they would feel embarrassed or uneasy by being served by a person with a hook, one leg or in a wheelchair. It's O.K. if they're in an office or in back of the house and not seen, but serving the public-- no.

These commonly held attitudes about disabled people are built more on a foundation of myth and stereotype than on fact or experience.

Other participants countered these industry perceptions by reiterating the message that disabled persons must be seen as individuals. Other statements elaborated upon this basic theme. For example, not only are there differing disabilities, but individuals having the same disability may differ in the degree of disability. Also, their abilities may differ regardless of the disabling condition. One vocational counselor said, "We have an image of the disabled as people whose disabilities always show. There are disabilities which do not show. The point is, there are different kinds of disabilities." Thus, an emphasis should be placed on the individual and his/her abilities rather than on the disability.

There are a variety of restorative and prosthetic devices which permit a disabled person to function as well as his/her able-bodied peers. This notion was discussed in a small group problem-solving analysis of a case study involving Mary, a former secretary who, as a result of an accident, lost her right arm below the elbow (see Appendix C). All hospitality industry representatives expressed a view that Mary could not work as a hostess because client reactions would be negative. Mary is an actual person, however, who is employed in a fashionable restaurant as a hostess. She wears a prosthetic device that is camouflaged by long white gloves.

Finally, most handicapped people themselves recognize the physical skills or attributes needed to meet the job description. If they do not have the requisite skills or abilities, they are very unlikely to apply for the position. A handicapped person summarized this view in the following way:

> Let's be realistic. First, I don't want a job where there will be lots of hassles with my co-workers; and I want a job where my chances of succeeding are good. I'm not going to take a job where I'll fail.

Job placement counselors are acutely aware of the need for careful placement of disabled persons, and recognize the importance of placing qualified disabled persons in positions where they realistically may be expected to succeed. A counselor described placement activities with disabled students in this way:

> To get handicapped people into the work force where they can succeed and perhaps serve as role models requires careful screening, preparation and a match of the person's job skills with a job description. We emphasize their strengths. We all have strengths; what we need is to make a proper fit.

Other kinds of attitudinal obstacles litter the disabled person's path to gainful employment. Personnel managers from publishing and the hospitality industry outlined formal and informal employment practices, some of which impede the hiring of disabled people. "Generally, employers are looking for an energetic person, someone who can display an interest, a concern, and an ability to work with others," according to a personnel manager of a multi-national corporation. The personnel manager from a publishing house offered his perceptions of the informal, that is, implicitly expressed expectations of employers. "We are looking for someone who can <u>really</u> work and wants to work more than a 40-hour week, for example."

These implicit expectations create difficulties for some severely disabled persons because of their need to have regular schedules to accommodate transportation and personal health care concerns. While they may be highly competent and motivated, some

disabled persons do not have the scheduling flexibility of their able-bodied peers. Legislative regulations regarding reasonable accommodation and job restructuring presumably are designed to help the handicapped person meet both formal and informal job expectations. As will be described in a later section of this report, attempts to meet the spirit and intent of the legislation vary widely from company to company.

Another formal aspect of the hiring process was described by a personnel manager as seeking answers to three questions: Can the person do the job? Will the person do the job? Can the person work well with others? An additional, unstated question asked by many personnel managers is, How will this person represent the organization? Thus, it is not only the service-oriented hospitality industry which is concerned with appearances; most companies want to employ persons who will represent the company in the most favorable light. Industry representatives were candid in their responses to the fourth question dealing with presentation of self. Many participants from industry suggested that the question is difficult to answer vis-à-vis the handicapped. In elaborating on this theme, one personnel manager said, "Because of federal regulations, a person with a visible disability is considered an asset. Since we are a federal contractor, a person in a wheelchair is seen as an advantage." It is interesting to note that even in seemingly enlightened statements such as this one, the handicapped person's value is measured by meeting federal compliance regulations rather than in the positive contributions the disabled person may make as a skilled worker.

Additional aspects of employer attitudes seen in an interview process may create difficulties for the handicapped applicant. Personnel managers candidly described the subjective nature of the interview. A typical statement was, "A big part of the interview is that I like the person. The person needs to be able to relate to others well, and they need to have outside interests they can talk about. Basically, I have to like the person." Severely disabled persons have less opportunity to develop outside interests, and differences in the life experiences of able-bodied and disabled persons may make initial establishment of rapport more difficult. Since most personnel officers admitted having ambivalent feelings about handicapped persons-- very few had any previous direct contact with handicapped people-- lack of development of rapport with handicapped applicants was considered to be a barrier in the hiring process.

Numerous references were made to the reluctance of line managers to accept a handicapped person as an employee. The "middle management problem," as it was labeled by participants, centers on the conflict between the manager's need to be the leader of a team which is efficient and competent, and the manager's perception that a handicapped person is a detriment to the team effort. Managers are often judged by performance criteria; they need to produce. Generally, they perceive a handicapped person as one who cannot perform up to their expectations. Participants suggested a variety of internal and external sensitization and awareness training seminars which could prove valuable in changing the perception and attitudes of line managers. An increasing number of rehabilitation agencies have or are

developing programs to enhance managers' awareness of handicapped workers' capabilities and competencies.

Personnel managers shared a concern about the possibility of an adversary relationship developing between the personnel officer and the handicapped applicant or the college placement officer. A personnel manager outlined the issue in this way: "I am willing to interview handicapped persons; however, if we do not hire the handicapped person, I fear a discrimination suit. I resent having to justify my choices. The process of justification creates an adversary role." College placement people emphasized a need for open and direct communication to avoid creating an adversary relationship. They added that they value feedback from industry representatives in order to ensure optimum placement of disabled students.

Perhaps the overall impression college staff wished to leave with industry personnel is best exemplified by a statement made by a college placement person: "Disabled does not mean the person cannot do the job. The person may have a physical dysfunction; however, s/he can do certain jobs well." The "fit" mentioned earlier by a vocational counselor, then, requires a match between the individual's skills and competencies and the job to be done. The physical impairment may have no bearing on an individual's ability to accomplish work tasks.

Legal issues affecting employment of handicapped persons.

Legislative mandates affecting employment of handicapped persons and strategies for enforcement of those mandates have been formalized over the past eighteen months. Because of rapid changes in this

area, members of the project team's advisory committee acknowledged a need for accurate, up-to-date information about issues related to affirmative action for disabled persons. In addition, the New York metropolitan area is a center of resources for handicapped people. A number of governmental and public agencies strive to fulfill the vocational and rehabilitative needs of this population. Thus, the project team saw value in exposing the college and business/industry communities to a selected sample of resources to whom they could turn at a time of need.

Definitions. The issue of who is handicapped or what constitutes a handicapping condition generated lively discussion among participants since definitions vary among the laws regulating employment of disabled people, and agencies use differing criteria for qualifying people for service. For example, a representative of the Office of Vocational Rehabilitation said, "The definition of 'handicap' changes. It can be an emotional, physical or functional impairment. We talk about the severely or catastrophically disabled, and provide different kinds of services to each group." A representative from the Office of Federal Contract Compliance stated that according to the Rehabilitation Act of 1973, a handicapping condition is "a disability which precludes gainful employment for a period of one year or more." There seems to be no specific definition of a handicapping condition which is universally applicable. The definitions tend to differentiate degrees of disability and legal definitions are sufficiently ambiguous to permit individual interpretations.

For purposes of analysis, disabilities may be classified into two general categories, overt and covert. The former covers a range of visible physical or functional conditions including loss of limbs or paraplegia. Covert disabilities are those which may not be visible to the untrained observer. Epilepsy, diabetes and drug addiction are among the covert disabilities. Both kinds of disabilities are covered in legislation designed to enhance employment possibilities for handicapped people.

While objective definitions suggest limits within which a handicapping condition may fall, workshop participants clarified and examined a number of attitudes which give substance to a subjective analysis of a handicap. One resource person suggested, "..it is not totally necessary to define 'handicap' for the sake of definition, but to realize that people with disabilities are made handicapped by an insensitivity to their needs."

It is not only insensitivity to the needs of handicapped people, but also the implicit, often stereotyped assumptions others have about handicapped people which define a disabled worker as incompetent or incapable. One participant with a disability made the following comments based on his own experience:

> I was interested in public relations or personnel work. In interviews I actually got supervisors of personnel telling me that they just couldn't conceive of me being in personnel because I have cerebral palsy. Industry representatives say it's very hard to convince a line manager to hire a handicapped person. To all of this I say bunk! I have shown in my eight months of working that I am on a par with everyone else.

This handicapped person's success at work may allay the fears that line managers have about hiring disabled people.

Another stereotype often used in describing handicapped workers concerns attributes that are valued by employers: e.g., promptness, loyalty and dedication. However, when used to describe a whole class of people, expectations are established which are oftentimes unrealistic and can easily lead to frustration and disappointment. Not all handicapped workers are dedicated and prompt. Like their nondisabled peers, they will be represented by those who range from the exceptional to less than mediocre.

An obvious solution to issues related to definitions of handicapping conditions is to take each case of a disabling condition on its merits. Generalizations are oftentimes inappropriate because the individual's strengths and limitations may be distorted. A disability is neither a common denominator nor a gauge of an individual's ability to succeed. Handicapped people are individuals with different personalities and motivation. While objective and subjective components lead to an inexact definition of "handicapped," there is legislation which directly affects employment opportunities for handicapped people.

Rehabilitation Act of 1973. In recent years, a number of laws have been passed to remove discriminatory practices through affirmative action programs for handicapped people. The Rehabilitation Act of 1973, especially Sections 503 and 504, and the New York State "Flynn Act" have provisions to enable handicapped people to compete more equally in securing employment. Because this legislation concerns both colleges and industry, the project team invited resource people from the Office of Federal Contract Compliance (OFCC),

Department of Labor, the Office of Vocational Rehabilitation (OVR), and the New York State Department of Education, to familiarize participants with the legal issues and help them develop effective strategies to meet legislative mandates.

According to the provisions and regulations of the Rehabilitation Act of 1973, the clear intent of the legislation is to ensure that "no otherwise qualified individual will be denied a job because of a handicapping condition." According to a representative from OFCC, federal contractors employing more than 50 persons and/or having federal contracts or grants of more than $2,500 annually, must engage in positive recruitment of handicapped people, have an affirmative action plan, and be prepared to make reasonable accommodations for handicapped workers. Since the inception of the law, the OFCC's major thrust has been to investigate complaints of discriminating practices, a passive type of enforcement. However, in a recent policy change, the OFCC is directing most of its efforts toward outreach activities by reviewing the compliance procedures of large corporations. No longer is the government waiting for individuals to file complaints, but rather it is actively seeking compliance within the three major areas: affirmative action plan, positive recruitment, and reasonable accomodation, through a review of a company's hiring and promotion practices.

When the OFCC assesses a company's affirmative action program, government investigators begin from a basic premise. They ask, "Do you really want to hire disabled people?" To verify the company's response concerning the actions taken, OFCC personnel contact employ-

ment pool sources, agencies and organizations that deal with handicapped people. This follow-up procedure provides the government with information that can substantiate the company's claim of making positive recruitment efforts. In essence, the government makes a correlation between the number of contacts made by a company and the numbers of handicapped persons hired as a result of those contacts.

In several CIPHER workshops, when the topic of making reasonable accommodations arose, some business representatives indicated a need to assess the economic factors, especially the financial ones related to the removal of architectural barriers. Industry people often fear that the cost of making the workplace accessible may be very high. Some perceive costs in the thousands to accommodate one worker. In responding to these explicitly stated fears, an OFCC representative stated:

> We would only require you to spend that kind of money if you've got that kind of money to spend. In other words, if you're a small contractor, a small business, we wouldn't think it reasonable to spend thousands. If you are a large business and have the resources, we would expect you to spend the money necessary to make the accommodations.

Reasonable accommodation, then, is a concept in which there is room for negotiation. As an OFCC representative indicated, the intent of the legislation is to remove barriers to employment, not to increase bankruptcy rates, and "compromise" is the best word to use in describing the process of compliance reviews.

A specialist on reasonable accommodation from OVR offered another view of the concept:

> The expense of reasonable accommodation is usually not great and the emphasis is on being reasonable. For example, it is generally held that a ramp should be one foot long for each inch raised. If a company had a 42 inch raise at the entrance to a building, it would not be expected to build a ramp which would take up a parking lot and part of the neighboring plant's parking lot!

To further allay industry concern about costs, rehabilitation resource people described the variety of relatively inexpensive devices and approaches that are most commonly used in making accommodations (portable ramps, telecommunicators, reachers, wheelchairs that narrow). Thus, reasonable accommodation is defined by the size and earnings of a company and not by an arbitrary set of rules.

In elaborating upon the topic of making reasonable accommodation, a state vocational rehabilitation specialist gave an overview of several sources which could assist companies.

> The company should contact the NYS Vocational Rehabilitational Office. We have counselors who can be of assistance. You can call upon the Coordinator of Services for the Severely Disabled at OVR. You can contact rehabilitation agencies such as: the Institute for Rehabilitative Medicine, the Institute for the Crippled and Disabled, or the Human Resources Center at Albertson, New York, all of which offer technical advice at no cost. Publications such as "Architectural Accessibility for the Disabled on College Campuses," New York State Education Department and "Barrier-Free Design, "IRDOE, CUNY,are becoming more available.

Thus, there are a number of useful persons, agencies and publications to which a company may turn as it formulates plans to make reasonable accommodations. Expense need not be great, and "reasonable" is the key word in making accommodations. Finally, a point reiterated throughout compliance discussions was that the individual very often has the equipment s/he needs to do the job. "After all," a counselor added, "in most cases they needed the equipment to get through college."

In summarizing how the government evaluates affirmative action plans, it was noted that the assessment includes a review of job descriptions, hiring, promotion and training programs. Government investigators look for overall distribution of handicapped workers in the company as a way of measuring compliance. "Companies vary in their plans; one may have a one-page plan while another may have volumes," said an investigator. "Also," he continued, "some companies are serious about implementing their plans, others may have plans which amount to just so many words. The idea of the plan is that it reflects some reality, and we look for that reality as it's reflected in the work force." In essence, an affirmative action plan, then, should reflect both the current status of handicapped workers in a company and the direction in which the company expects to move. The actual value of the plan varies from company to company.

Other issues. An explanation and clarification of legal aspects of employment of handicapped people and exposure to available resources gave group participants background information with which to tackle some issues and problems raised as disabled people seek jobs. Some of these issues included:

- How industry personnel can gather necessary information about a handicapped applicant without violating the law;
- Strategies for responding to a worker who has a disability which was not acknowledged when applying for the job;
- How negative attitudes about handicapped workers may be changed to positive ones;
- How industries process information about handicapped employees.

Information sharing. In responding to the problem of gathering information about a disabled applicant, employment managers indicated that an atmosphere of mutual comfort leads to the most productive interchange. Several personnel managers said that their exposure to handicapped persons had been limited and therefore they usually felt tense or awkward around handicapped applicants. Their tension was eased by disabled people who were not defensive about their handicapping condition and who could help make the interviewer feel at ease. Having a sense of humor, they felt, was an excellent "tension-reducer."

Personnel managers expressed concerns about the ability of a handicapped person to meet time demands of a job, including his/her ability to be prompt for appointments. College counselors provided a number of examples of severely disabled students who had regular attendance patterns, arrived on time for classes, and completed their work within established deadlines. One handicapped participant responded to these fears with this statement:

> Yes, it takes me longer to do some of the so-called normal things like dressing and travelling. I know this, and consequently, I get up a little earlier or plan a little more travel time to be sure I get where I'm supposed to be at the right time.

Several personnel managers expressed reservations about a handicapped person's ability to perform job-related tasks. One industry representative provided an example of a blind person who applied for a position in a bookkeeping department. His skepticism about the applicant's ability to perform the necessary tasks diminished significantly as the blind person enthusiastically described his skills in using a talking calculator. Employment managers were encouraged to

ask the applicant how the applicant would accomplish certain job-related tasks. "The handicapped are the best source of information on how they expect to accomplish their task," offered a college counselor.

The handicapped person generally has spent much time learning how to accomplish many of the tasks needed to perform well in a job setting. By asking sensitive "how-to" questions of the applicant, employment managers may learn much about the applicant's coping and work-related skills without violating the law. The director of a vocational testing and placement agency provided this example from his own experience:

> I am a one-arm amputee. If I asked all you men how you tied your ties this morning, that is, whether you used one or two hands, I'd bet you all used two hands. I say why? I did mine with one. I tie laces just as quickly and easily as you do with two. You never thought about using one hand because you've never had to.

Often handicapped people have ingenious and effective ways for accomplishing a wide range of tasks, and they bring these skills and creativity to the job situation.

Legally, employment interviewers are permitted to ask only questions related to an individual's ability to perform the tasks for which s/he is being hired. Thus, the "how-to" questions must illuminate an individual's job-related skills and not probe for life skills development in other areas. Disabled participants provided a number of examples from their own experience of "illegal" questions asked during interviews. For examples, "How do you get to work? Who takes care of you at home? Can you dress yourself? and How do you attend to your bodily needs?"

Handicapped students need to learn how to react to such questions in an interview situation in a way that maintains their own dignity and does not alienate the interviewer. Perhaps more importantly, the asking of these kinds of questions in an interview strongly suggests a need for employment managers to receive special training in interviewing disabled job applicants.

Another issue related to information seeking during the interview process concerns the circumstances under which to reveal a handicapping condition. Both job placement officers and employment managers agreed that the college placement personnel should inform the employment manager that the applicant has a handicapping condition if the condition is visible or overt. Usually a simple statement describing the disability adequately serves the purpose. A statement such as, "John is a paraplegic who uses a wheelchair," provides enough information. The statement may be made after the applicant's skills and abilities have been discussed.

Participants had differing views regarding the sharing of information about covert disabilities with employment managers. The general view was that applicants should identify medical conditions which may affect their job performance. Industry representatives were most concerned about safety factors. If the disability could in any way create a safety problem or impede the individual's effectiveness during an emergency, for example, employers would want to know about the condition. Most large companies require medical examinations for certain positions and covert disabilities may be discovered during the medical work-up. Applicants who had made false

statements on their application forms could be dismissed for making the false statements. It was generally acknowledged that it is to the employee's advantage to be frank in completing application forms or in answering questions during the interview.

Industry representatives stated that employee medical records are kept strictly confidential. Most companies discuss the employee's disability with the individual and arrange a mutually acceptable plan. The plan may include telling the disabled worker's manager about the disability in cases where the disabled worker may need emergency medical aid.

A similar issue was raised by participants who wished to explore approaches for coping with an individual who becomes disabled while on-the-job. Interestingly, most industry representatives told the group that their companies had policies which permitted job restructuring for employees who become disabled after they are hired. These companies offer training and other support services to disabled employees. It is ironic that an individual who becomes disabled is offered these kinds of opportunities while a disabled worker seeking employment often has a harder time finding a position.

Attitude change. The final major issue covered in both large and small group discussions involved development of strategies for changing attitudes. The following ideas were offered as possible change strategies:

- Foster commitment by top management personnel to hiring disabled persons as employees;
- Offer sensitization programs to middle/line management;

- Involve rehabilitation agencies and resource people;
- Develop and pool resources -- persons, agencies, schools and businesses
- Provide examples of successful placements of disabled people within particular industries;
- Increase worker exposure to handicapped people;
- Stress abilities and skills of disabled people.

Industry representatives stressed that sensitization workshops and other programs related to attitude change achieve optimal success when they are tailor-made for particular companies. One representative summarized this view: "Even though A and B are in the same business and make the same product, what works at A may not work at B. We need programs which take the unique factors of our situation into consideration."

These are the major issues and concerns shared by program participants. The next section presents an overview of the current state of the art, as seen by practitioners and recipients of services.

PROACTIVE STRATEGIES FOR HIRING HANDICAPPED PERSONS: A CRITICAL LOOK AT THE STATE OF THE ART

Thus far in this report, current practices have been examined. In this section, which summarizes the culminating activities of the CIPHER project, the opinions of persons having especially rich knowledge and experience related to employment of disabled persons are noted. The culminating activity in the CIPHER program was seen by project staff as an opportunity to bring together a number of persons from government, industry, rehabilitation agencies, colleges and the disabled themselves to share ideas, program developments, trends, and future plans. An overview of the state of the art is provided, and suggestions are made for improvement of services.

A keynote speaker from industry highlighted core issues generated by and influencing the five major groups focusing on employment for handicapped people. The major groups are government, industry, colleges and universities, rehabilitation agencies, and disabled persons themselves. The speaker started with his perceptions of the role of government.

> I am starting with government because the problem we face has to be solved primarily through legislation. I think this because industry is responsive to legislation, and,more particularly, to the enforcement government exercises on industry to do what it has to do. We need legislation and enforcement.

The first step, then, is to have laws and enforcement mechanisms which remove barriers to employment for handicapped people.

This speaker indicated that current laws and enforcement procedures are too weak, especially in comparison to the laws and regulations governing affirmative action programs and employment of other

minorities and women. He viewed other laws--specifically, legislation designed to enhance employment and promotion opportunities for women and minorities, as being more effective in achieving the goals for which the legislation was passed. In elaborating further he said, "Legislation for the handicapped has dealt not with goals and timetables, but rather has relied upon good faith effort. We see, therefore, a sluggish commitment."

He continued by proposing two strategies to ameliorate the current situation:

> Middle managers and first-line supervisors must see how the law affects them. They will pay more attention to a quantitative measure --numerical goals --than to a good faith effort. To effect this change, we in industry need to incorporate affirmative action measures and criteria into performance evaluation systems within industry.

The incorporation of numerical goals into performance evaluation systems, then, will provide the impetus industry needs to hire more workers with disabilities.

The speaker continued with his perceptions of changes needed within industry to enhance employment of disabled persons by offering three strategies which could lead to significant improvement: awareness training, outreach recruitment activities, and the training of handicapped people. Awareness training is viewed as a reasonable way to change behavior by providing positive role models and examples of successful employees who are handicapped.

Outreach recruitment programs is a second arena within industry needing additional attention since most outreach activities are too narrow in scope. In expanding on this notion, the industry observer

stated:

> Typically, a company approaches a local rehabilitation agency or agencies to establish a referral system. However, industry needs to reach those people who do not utilize rehabilitation agencies. In addition, the actual number of applicants hired from various referral services needs to be monitored more carefully.

In turning his attention to training programs and needs within industry, the speaker suggested a novel approach to fulfill a need:

> Many companies which manufacture technical equipment such as office machines could train handicapped people to use and repair those machines. In their sales promotion to companies, they could say they have a good machine and people trained to use and repair this machine.

Industry, then, could enhance efforts to hire disabled people by focusing efforts in the three areas outlined above.

Turning from industry to the rehabilitation system, this panelist suggested that the system has been too slow to realize that the problem with disabilities is also social, rather than purely medical or psychological. As a way of meeting the social problem created by a disability, he suggested,

> We have to recognize that the legislation we have and the complaint procedures which have been established by law should be part and parcel of the rehabilitation process. Rehabilitation agencies have been too slow to teach their clients how to file complaints when they believe they have been discriminated against.

Thus, as one strategy for overcoming problems created by a disability, rehabilitation agencies are being encouraged to teach their clients how to use existing legal tools and procedures to gain what they want.

The college community was the next area of focus for this speaker, who had definite views about the protective nature of many college programs.

> Section 504 (of the Rehabilitation Act of 1973) has been used to establish separate procedures for handicapped students, and for establishing molly-coddling services. Overprotecting a student serves that student in no way once they get out of the university setting. In fact, it retards the social and personality development of the student. They are technically trained, but lacking in life skills.

Disabled himself, the speaker was strongly in favor of ensuring development of life skills for handicapped people and perceived protected environments as retarding life skills development.

The last group to be assessed by the speaker was the disabled and their organizations. He urged disabled people to organize, acknowledging that group action is stronger and more effective than individual action. Organizations of disabled people must be ready and able to use the legislation they have helped to develop. He encouraged people who have disabilities to organize and use to the fullest legal measures to enhance the number of employment opportunities for themselves.

An attorney having expertise in the area of legislation affecting handicapped people emphasized the need for disabled people to take full advantage of the laws passed on their behalf: "...the legislation is falling into place," he said: "what we need now is people to make it work."

This attorney was less optimistic about the efficacy of the laws because of deficiencies in the laws and enforcement regulations. He pointed out, for example, that the Architectural Barriers Act of 1968 was the first major piece of civil rights legislation for handicapped people. However, there were no provisions made for enforcement of the law! In this and other legislation, there are

additional limitations. For example, there are few, if any, provisions for due process, a concept which has been applied to all other minorities; there are no provisions in existing statutes for attorney's fees and back pay, and access to federal courts is granted only under "extraordinary circumstances."

Even in the realm of access to due process, handicapped people face a bewildering array of barriers and the problems are faced by a significant number of people. According to recent census reports, 300,000 is a conservative estimate of poor disabled people in the New York metropolitan area. By law, these people are entitled to the services of legal aid attorneys. However, of 20 legal services offices for poor people in New York City, 19 have barriers which make them inaccessible to virtually all those who have locomotor disabilities, and the twentieth is an administrative office. The audience reaction following this bit of information at the conference was a resentment of the flaws in a legal system designed to remedy larger social injustices. In essence, then, a significant number of handicapped people cannot take full advantage of their newly affirmed rights because of a number of barriers, the most basic of which are architectural in nature.

All of the keynote speakers affirmed the theme about attitudinal barriers heard previously in other CIPHER workshops. One panelist suggested that because disabled people are invisible to the public in general, the public assumes there is no problem. He said:

> ...there certainly is an attitude problem affecting the disabled. The disabled person does not have access to public transportation; s/he may be homebound, and certainly does not venture out into public places very often for lots of valid reasons. The disabled person is not seen; therefore, the problem does not exist.

The invisibility of disabled people has led to a sense of complacency within the population of able-bodied persons.

All of the panelists were encouraged by the fact that disabled people are becoming more visible and are making their presence felt in a number of constructive and innovative ways throughout our community. Perhaps the mood of the panel, and of the conference participants generally, was best captured by a panelist who is both a participant and observer of the Washington scene when she said, "We have made great progress in the past decade, and that is nothing compared to what we will accomplish in the next decade."

In presenting an overview of workshop activities, project staff have endeavored to focus on the basic issues and concerns germane to the employment of handicapped persons. The discussions among the participating groups reflect current ideas, strategies, and approaches and are a statement of the state of the art rather than an objective summary of well researched empirically tested models of employment strategies.

Project staff feel much was accomplished through workshop meetings. This feeling was augmented by appraisals made by participants after each workshop. The following section on evaluation examines participant responses in some detail.

PROGRAM EVALUATION

The overall reaction of participants from industry, colleges and resource agencies to CIPHER workshops was favorable. This conclusion is drawn from responses made by participants to a series of questionnaires administered at the conclusion of each CIPHER workshop.

Two questionnaires developed for the second year of the CIPHER project (1977-78) were used again to evaluate the third year workshops. One questionnaire was to be answered by industry representatives, and the other was for participants from the college community.

Resource people were given an opportunity to answer questions on the business/industry questionnaire, and their results were categorized separately. Because of the small number of resource people responding to the questionnaire, generalizations from the data could not be made. However, it was noted that resource people were less positive in their responses than either of the other two groups. Resource people evaluating the overall effectiveness of CIPHER made such comments as: "...the conference did not have enough business participation;" "...there is a greater need for development of working relationships among participants;" and "...employers need a much fuller understanding of the range of abilities of handicapped people." Other responses from resource people are noted in other sections of this report.

Questionnaire items were derived from the overall objectives of the CIPHER program. Some items were designed to check perceptions of college community participants regarding their ability to communicate

information to the business/industry representatives. Business/industry participants were asked to gauge their success in communicating certain of their needs and concerns to college personnel. All participants were also asked to rate the extent to which the workshop achieved specific outcomes and to explain the reasons for the ratings by responding to open-ended inquiries about their responses. Approximately seventy-five percent of those attending the series completed the evaluation. The actual number of people completing questions is noted in Tables 1 and 2.

Responses to questionnaire items were pooled across workshops; thus, the data presented in this section represents the combined reactions of respondents to each workshop. Results of responses to all questions are presented descriptively. The questionnaires of individuals who attended more than one workshop were treated as independent ratings of separate events. Ratings were made on a five-point scale in which 1 equalled minimal agreement with the questionnaire statement, 3 equalled moderate agreement, and 5 equalled great agreement. The ratings themselves were collapsed from five to two categories for presentation in this report. A response was classified as indicating positive agreement if it was rated 3, 4, or 5 on the rating scale. All uncollapsed rating distributions were positively skewed (for a complete distribution of ratings for each question, see Appendix F).

Table 1 summarizes responses of community colleges and industry participants to questions about changes in awareness of the work capabilities, concerns about, and support for employment opportunities

for qualified disabled students. Responses by both groups are paired in Table 1 when they are answers to the same questions or reciprocally worded ones.

Over four-fifths of the employers and college personnel were in positive agreement that CIPHER workshops were effective in meeting the project's objectives, as seen in Table 1. Open-ended responses provided a glimpse of how participants' perceptions and feelings had changed. Generally, participants from business and industry increased their awareness of the vocational potential of handicapped students through the following experiences: being exposed to handicapped people at workshops; by sharing information about job restructuring and the use of adaptive equipment; and evaluating case studies of handicapped people who are ready to enter the job market. A large majority of college personnel viewed industry representatives as having expanded their awareness of the work capabilities of disabled students. Some college personnel thought that industry representatives were still stereotyped in their perceptions of the work potential of handicapped people, and wished that more specific plans for implementing change could have been drawn from the discussions.

Both college and industry personnel reported that they had increased their understanding of concerns that each other had about hiring disabled people. Particularly helpful to college personnel was the airing of subtle and subjective feelings regarding the criteria by which job performance is appraised by industry personnel.

A large majority of participants agreed that the CIPHER program is a helpful process in developing industry support for employing skilled

TABLE 1

Ratings of Program Objectives Related to:
Work Capabilities, Concerns About, and Future Support
for the Employment of Disabled Community College Students

Statements Reflecting Program Objectives	Ratings: Percent in Positive Agreement	Ratings: Respondents	n
CIPHER Workshops:			
Made the business community more aware of the work capabilities of the handicapped	88	C	47
Made the business community more aware of the work capabilities of the handicapped	82	E	22
Made industry more familiar with college concerns in hiring the disabled	85	C	52
Made colleges more familiar with industry concerns in hiring the disabled	89	E	18
Were effective in developing industry support for using skilled disabled students	92	C	51
Were effective in developing industry support for using skilled disabled students	80	E	20
Will help a community college increase the opportunity for disabled students to secure employment	100	E	17

Note: Questions are presented in abbreviated form. Respondents are community colleges (staff and students) -- coded C and employers -- coded E.

disabled college students, although a greater percentage (92%) of college personnel held this view than employers (80%). Industry and college representatives noted the value of small group problem-solving activities involving case histories of actual students and an open exchange of information as fostering support. Some industry representatives wanted more examples of successful placements of disabled students, and greater participation by disabled students at CIPHER workshops.

Some college personnel perceived a discrepancy between industry's expressed commitment to hire disabled people and the reality of actual employment of handicapped workers. Throughout the workshops, both groups reiterated the view that contact among participants should be maintained outside the workshop setting if the thrust of CIPHER is to have a continuing effect within industry.

Resource people were less positive than either employers or the college population about increased industry support for employing handicapped people. Their impression as a group may be summarized by this response to an open-ended inquiry regarding support for hiring disabled people:

> Often employers say they're interested and will go so far as to interview a handicapped applicant. The applicant doesn't get hired, though, so I wonder about the value of a socially desirable response anyway.

Industry representatives were in unanimous agreement that CIPHER helps to increase opportunities for employment for disabled students. Activities that examine attitudes and correct misconceptions about disabled peoples' work potential were cited as two reasons for this change.

A major program component of the CIPHER endeavor was an exchange of information, including practices and procedures which affect the hiring of disabled people. To accomplish this goal, information was shared by both groups in each workshop. During the update activity, which was usually at the beginning of the workshop, business representatives discussed job trends and manpower needs within their companies. College personnel then discussed special programs to prepare handicapped students for the world of work, and resource people made presentations and answered questions about a variety of issues and concerns. Follow-up activities included sessions for further elaboration of information. The process of moving from a formal large group structure to informal small groups to lunch was conducive to a productive exchange. A working lunch at which participants could talk, exchange information, and develop contacts on their own was considered by many to be a most valuable conclusion to the morning's activities.

Table 2 summarizes perceptions of workshop participants of components related to the program's objective of sharing relevant information. Over four-fifths of the participants from both groups agreed that the information shared could be useful in helping a disabled person find a job. Specifically, responses to open-ended questions by college personnel indicated that the following information was especially helpful:

- Concrete information about current and projected employment needs of each company represented at the workshops;
- Detailed information about the hiring and promotion process within companies, including the overt and covert criteria by which companies decide to hire an applicant;

TABLE 2

Ratings of Program Objectives Related to:
Knowledge Gained and Contacts Established

Statements Reflecting Program Objectives	Ratings: Percent in Positive Agreement	Respondents	n
CIPHER Meetings:			
Enabled college personnel to present information that a personnel officer may use to assist a disabled student in securing employment	84	E	19
Enabled industry representatives to present information that a placement officer can use to assist a disabled student in securing employment	86	C	56
Resulted in college personnel understanding the functions of industry personnel officers	88	E	16
Resulted in industry representatives understanding the function of college placement personnel	90	C	60

Note: Questions are presented in abbreviated form. Respondents are community colleges (staff and students) -- coded C and employers --coded E.

- The weight given to "bottom line" considerations by industry.

Industry representatives found the following information helpful:

- Descriptions of college training programs designed to develop and enhance job readiness skills of students;
- Examples of successful placements of handicapped students within companies;
- Information presented by resource people about: job restructuring; reasonable accommodation; positive outreach activities; services offered by rehabilitative and other agencies serving the handicapped population; restorative devices; and resource materials available to help companies comply with legislative mandates.

Participants from the college and business communities suggested areas in which further exploration of issues and concerns would be useful to foster cooperation. Persons from the college community would have liked a greater emphasis placed on:

- The work abilities of handicapped people;
- Increased industry support of cooperative education and vocational education programs for handicapped students;
- Enhanced sensitivity to the disabled by those who make hiring decisions for companies;
- Ways that college personnel may assist employment managers fill job slots with skilled graduates.

Industry representatives suggested more emphasis on the following:

- Examining the process of successfully placing handicapped people;
- Increasing the awareness of college personnel to industry's problem of reconciling "bottom line" concerns with the desire to be socially responsible;
- Informing college people about the corporate decision-making process as it relates to employment practices.

Workshop participants from both the hiring and college communities indicated the need to maintain relationships begun at CIPHER

workshops and to continue the interactive educational process that characterized the CIPHER program. The following quotations abstracted from questionnaires illustrate this need:

- I am now allowing myself to be more in tune with the needs of the handicapped and less bigoted toward them. I need more work, though. - Supervisor of Personnel

- We met as a group of well-meaning people and are on the right track. I was just not aware of the problems and prejudices of the real world toward handicapped people. My eyes are opening. - Personnel Officer

- I realized today that disabled students are real people. We need to do more. - Employment Manager

- Today was a good beginning. It should lead to more cooperation and sharing. I feel that I understand business problems a little better. - Career Planning Counselor

- Let's get a program going in the public's eye now. Give statistical data and monitor results! - Personnel Officer

- We need increased interaction between colleges and businesses. Enough theory and talk. Let's get together! - Manager, Employee Relations

Not only were the informational aspects of CIPHER useful, but industry and college personnel also commented about the value of meeting face-to-face with others to discuss common problems and concerns. Responses ranged from "I never really talked with a disabled person before" to "being able to be a part of a pool of resources, of having faces to attach to names, is very helpful."

A final piece of information emerged from the evaluation forms which is both important and unique because it is virtually the only area in which there was unanimous agreement among the resource people, college personnel and industry representatives. Each group was asked to rank order from one to ten the order of importance of activities

college counselors should stress to increase the employability of college students. Each group agreed that the top three activities ought to be:

- Career counseling (assessment, decision-making planning);
- Development of interpersonal skills;
- Pre-graduation work experiences.

Taken as a gestalt, these three activities are seen as a basic training program for disabled students who are about to enter the work force.

Comparisons between second and third year workshops provide useful information for those seeking to establish a CIPHER-type program. The degree of effectiveness of the second and third year programs in meeting project goals was similar for both years. Many of the issues raised in second year workshops also were raised in third year workshops and were not limited to the concerns of one career cluster. Thus, common issues and concerns may be found throughout the business community.

The motivation for attending to issues related to employment of handicapped people by industry varies. However, many industries contacted in the 1977-78 project year specifically referred to a decision made in January 1978 by the United States Department of Labor to begin directed compliance reviews of affirmative active programs as a reason for accepting invitations to CIPHER events. Thus, while issues remain relatively constant over time, circumstances change which in turn call for a review of the impact of those issues.

It is clear, also, that a good part of the task of educating the public at large and industry in particular about the skills and abilities of handicapped students falls on the college community. Industry can educate the college community about business needs, job trends, and employment processes; however, college personnel should translate this information into an educational endeavor benefitting the handicapped student and ultimately the public at large.

While it is difficult to capture the spirit of a workshop on an evaluation form, the following anecdote attests to the positive effect a program like CIPHER may have. The president of an employment agency offered this account of an experience he had after attending the first workshop:

> I had a woman applicant call for a position we had advertised. She mentioned she had multiple sclerosis. Before the last meeting, if she had called and said that, I wouldn't have known what to do with her. I saw her, though. The interview went well and I was able to place her! I was amazed at the change in me!

CONCLUSIONS AND RECOMMENDATIONS

While industry participants in CIPHER workshops represented different career clusters and divergent businesses within a career cluster, major issues and concerns related to employment of handicapped students remained similar for all business persons. Thus, book publishers and restaurateurs, magazine producers and food preparation managers, and newspaper and hotel employment personnel raised similar concerns when discussing employment of disabled people. The following conclusions are drawn from discussions of these issues and concerns by representatives from industry:

- Many personnel departments may profit from becoming more fully aware of and informed about the work capabilities of handicapped people;
- Companies need access to current, reliable information about legal aspects of hiring disabled people;
- Businesses may profit from sharing effective strategies and practices which result in increasing employment opportunities for disabled people;
- A company which strives to increase the percentage of employed disabled workers may need to restructure or redesign job specifications and requirements;
- Business and labor unions need to include in collective bargaining agreements ways and means to enhance employment opportunities for disabled persons through provisions for positive recruitment and job restructuring;
- The hiring of disabled persons is the first step in the employment process. Concrete affirmative action plans may help disabled persons to advance on a career path at the same rate as their able-bodied peers;
- Awareness training and sensitization of line supervisors, department managers, and co-workers to the needs and abilities of handicapped people may enhance employment and advancement possibilities for disabled workers;

- Corporate policy provides motivation for hiring disabled workers. Corporate policy favoring employment of handicapped people developed at the highest levels of the corporate structure and filtered downward is a proven method of providing motivation;

- Pilot programs and awareness training are two methods which may stimulate management to encourage the hiring of disabled people;

- Employers' misinformation or lack of information regarding the financial costs of removing architectural barriers and/or making accommodations in the work force are factors impeding the hiring of disabled people;

- The myth that disabled workers are more highly motivated, perform better, and have more loyalty than their able-bodied counterparts places an unfair burden on the handicapped employee. While many handicapped people have these qualities, not all handicapped workers will be high achievers;

- Negative attitudes held by the community-at-large toward disabled people are often transferred to the work environment. Community-based programs which enhance awareness or change attitudes vis-a-vis handicapped people, therefore, may have an impact on the hiring community;

- Community colleges are not perceived adequately as being a reservoir for filling entry-level positions;

- There is a need for increased cooperation between the college and business communities to ensure the relevance and "fit" of college academic and personal skills preparation with current and projected industry employment needs.

There are a number of common issues and concerns shared by the college community, even though curricula, support programs, and educational philosophy vary among the individual institutions. Conclusions drawn from these issues follow:

- All participating colleges in the CIPHER project are continuing to develop programs for disabled students. As with their counterparts in the business community, college programs vary in their effectiveness; therefore, there is a need to share information and effective practices among colleges;

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- All participating colleges in the CIPHER project are continuing to develop programs for disabled students. As with their counterparts in the business community, college programs vary in their effectiveness; therefore, there is a need to share information and effective practices among colleges;

- Because of recurring fiscal crises, college job placement and counseling services have been cut drastically. As a result of staff reductions, there is a need for college personnel to develop alternate and innovative ways of developing contact and communicating with employers to assess employment trends, hiring practices, and job openings;

- Successful job placement of disabled students requires the coordinated efforts of academic, career, and personal counselors. In order to optimize the team effort, a coordinator of special services should serve as a team leader, as well as an advocate for handicapped students;

- Job placement officers and others working with handicapped students need to help the student develop a variety of life skills and job search techniques. Development of life skills requires diverse approaches and strategies;

- Job placement and counseling personnel need to present the well-qualified, job-ready handicapped student to industry with an emphasis on the student's ability to do the job well. Business and industry are concerned with performance, and seek individuals who will enhance "bottom line" considerations;

- Both college placement and counseling personnel and employment managers need to continue to develop rapport so that common knowledge and awareness will lead to fulfillment of mutual needs.

Recommendations:

While this was the third and final year of the CIPHER project, a number of recommendations were offered for future activities. Recommendations were offered by workshop participants, advisory committee members, project staff, and other resource people:

- Both the business and college communities acknowledge a strong need for a metropolitan area-wide, college-based clearinghouse to facilitate the job placement process for handicapped people attending local colleges. Thus, there is a need to organize, develop, and implement a clearinghouse.

- Develop a clearinghouse for industry which can provide all kinds of information about handicapped people. Such information might include job training programs, restorative devices, cooperative education programs, successful placements of handicapped people in industry, legal issues related to employment of handicapped people, insurance regulations, and available resources;

- Develop sensitivity and awareness programs for middle level and line managers;

- Conduct follow-up studies of disabled college graduates and employed handicapped persons.

APPENDICES

APPENDIX A: PARTICIPANTS AT CIPHER WORKSHOPS - Business/Industry, Resource, College

APPENDIX B: CIPHER WORKSHOP AGENDAS

APPENDIX C: MATERIALS USED IN SMALL GROUP PROBLEM SOLVING TASKS

APPENDIX D: COLLEGE ADVISORY COUNCIL MEETINGS - AGENDAS

APPENDIX E: LETTER SAMPLES

APPENDIX F: PARTICIPANT RATINGS OF ACCOMPLISHMENT OF PROGRAM OBJECTIVES

APPENDIX A

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Colleges

Malcolm Agustini
Special Asst. to the President
State Univ. of NY, Stony Brook

Helen Apt
Career Counseling Intern
Graduate School, CUNY

Randi Baker
Associate Director
Baruch College Computer Center
for the Visually Impaired

Prof. Roberta Barnette
Counselor for the Disabled
Bronx Community College

APPENDIX A (Continued)

Burt Blackstone
Career Counseling Intern

Shelley Blocher
Placement Counselor
Kingsborough Community College

Peter Brown
Coordinator for the Disabled
Medgar Evers College

Joseph Ciccone
Counselor
City College of New York

Gloria Clyne
Campus Coordinator for
Physically Disabled
Borough of Manhattan Community
College

Susan Phillips Cohen, CSW
Vocational Counselor
Long Island Univ./Brooklyn Center

Dr. Lee Cohen
Director
Institute for Research &
Development in Occupational
Education
Graduate School, CUNY

Nancy Cope
Career Counseling Intern
Graduate School, CUNY

Prof. Eduardo Dogue
Coordinator, Counselor to
Students with Disabilities
Brooklyn College

Roslyn Zucker Dolber
Placement Director
Fashion Institute of Technology

Phil Fagin
Placement Officer
New York City Community College

Roy Givens
Counselor for Handicapped Students
College of Staten Island

Alvin Grant
Director, Career Planning Center
Pace University

Florence Hartstein
Coordinator, Disabled Student
Services
Hunter College

Kim Healey
Career Counselor
Barnard College

Joan Heitner
Career Directions Coordinator
Long Island Univ./Brooklyn Center

Eva Hoffmann
Asst. Director, Career Education
Instruction
Teachers College, Columbia University

Ken Katzeff
Advisor, Homebound Office
Queensborough Community College

Rose Ann Keane
Career Counseling Intern
Graduate School, CUNY

Dr. Marion Klutch
Career Planning Counselor/Prof.
of Counseling Rehabilitation
Pace University/Hunter College

Thomas Lennon
Vice President, Administrative
Services
Manhattan College

Prof. Constance Lerner
Dept. of Business & Commerce
Bronx Community College

Glenn Levy
Student Representative
Long Island University

Kate Liebhold
Coordinator, Special Services
LaGuardia Community College

APPENDIX A (Continued)

Vera D. Mattingly
Coordinator for 504 Regulation
Asst. to Dean for Instructional Services
Kingsborough Community College

Miriam Mennin
Career Counseling Intern
Graduate School, CUNY

George A. Muchita
Counselor
Queensborough Community College

Lucille H. Murawski, A.I.A.
Consulting Architect - Director of Implementing Section 504
LaGuardia Community College

Thomas Murphy
Counselor, Placement Office
Hunter College

Maurice J. O'Connor
New York City Community College

Merrill Parra
Asst. Coordinator, Homebound Program
Queensborough Community College

Jim Pidgeon
Admissions Counselor
Fashion Institute of Technology

Prof. Murray S. Plissner
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Deborah Ramirez
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Graduate School, CUNY

Flerida Reyes
Counselor
Medgar Evers College

Prof. Viola Rosenheck
Baruch College

Elliot Rosman
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Queensborough Community College

David B. Roth
New York City Community College

Prof. Natalie Rubinton
Asst. to the Dean
Kingsborough Community College

Harry Salant
Job Placement Officer
New York City Community College

Anthony Santiago
Acting President
Hostos Community College

Joan Scherzer
Counselor
Queensborough Community College

Chaszetta Solomon
Counselor
Medgar Evers College

Prof. Michael R. Stimola
Coordinator, Services for Disabled Students
Hostos Community College

Dr. Randolph Tarrier
Placement Officer
Graduate School & University Center
City University of New York

Carol Tillman
Counselor
Westchester Community College

Gail Uellendahl
Counselor-Coordinator, Students with Disabilities
Queens College

Mary Lou Valero
Head Nurse
College of Staten Island

Laurence Watson
Coordinator, Special Services for Disabled Students
New York City Community College

APPENDIX A (Continued)

Jean Weiner
Counselor
LaGuardia Community College

Corinne Weinman
Vocational Rehabilitation Counselor
Long Island Univ./Brooklyn Center

Mona Witman
Staff Counselor
Manhattan College

Diane E. Woods
Project for Handicapped College Students
Teachers College, Columbia University

APPENDIX B - CIPHER WORKSHOP AGENDAS

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

WORKSHOP AGENDA

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

PUBLISHING INDUSTRY

February 16, 1978

Starting time:	9:15 a.m. PROMPTLY	
Introduction:	Brief outline of goals of CIPHER; introduction of all participants and resource people	9:15-10:00
	Team building exercise designed to help participants share job-related information with each other	
Presentation by industry representatives:		10:00-10:40
	Participants from industry will be asked to respond briefly to the following questions: 1. What are the job trends within your company? 2. What is the typical process by which a potential employee is identified and selected for a position within your company?	
Break		10:45-11:00
Information and simulation exercise:		11:00-11:20
	A brief overview will be presented of 503 and 504 compliance regulations and reviews.	
College placement personnel presentation:		11:20-11:40
	A representative from a two and four year college will present a generic overview of their job functions, and specialized approaches utilized with disabled students	
Case presentation simulation exercise:		11:45-12:15
	A profile of a disabled student will be presented for consideration for a hypothetical position within publishing. The exercise will serve to clarify possible strategies for employment of the disabled, and identify ways participants may complement each others' role functions.	
Generation of second workshop agenda		12:20-12:30
	Participants will be given an opportunity to identify specific concerns.	
Evaluation and lunch		12:30

APPENDIX B (Continued)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

WORKSHOP AGENDA

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

PUBLISHING INDUSTRY

March 7, 1978

Greetings and Introductions	9:15 - 9:30
Industry Presentations	9:30 - 10:00
--Current generic job trends --Numbers and job titles of disabled employees --Questions and answers	
Resource Presentations	10:00 - 10:45
--Mr. Santos Murillo, Office of Federal Contract Compliance: Compliance Regulations for Sections 503 and 504 of the Rehabilitation Act of 1973, and their implications for college and industry personnel	
--Mr. Roland Sturm, Office of Vocational Rehabilitation: Concept of "reasonable accommodation" and available resources.	
--Questions	
BREAK	10:45 - 11:00
Small Group Problem-Solving Activities	11:00 - 12:00
--Develop solutions to a problem or issue related to employment of the handicapped	
Large Group De-Briefing	12:05 - 12:20
Evaluation	12:20 - 12:30
Lunch	

APPENDIX B (Continued)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

AGENDA

CIPHER Hospitality Cluster Workshop
April 6, 1978

Introduction

Welcome, and introduction of participants

Industry Presentation

Representatives from the Hospitality Industry will respond to the following questions:

1. What are the generic job trends within the organization you represent?

2. Are there disabled personnel within the work force of your organization, and if so, what kinds of jobs do they hold?

3. What issues and concerns have been expressed regarding employment of disabled workers?

Resource Presentation

Mr. Santos Murillo, Employment Specialist, Office of Federal Contract Compliance - "Clarification of Regulations Guiding Implementation of the Flynn Act of 1974"

Mr. Robert Lasky, Senior Rehabilitation Counselor, Office of Vocational Rehabilitation - "Case Histories and Abilities of Disabled Workers in the Hospitality Industry"

College Presentation

Representatives from two and four year colleges will describe briefly specific programs and strategies used to help disabled college students become job-ready.

Break

Small Group Problem-Solving Activity

Case histories with questions designed to stimulate small group discussion will be provided to participants.

Evaluation

Lunch

APPENDIX B (Continued)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3574

AGENDA

CIPHER WORKSHOP APRIL 27th

HOSPITALITY INDUSTRY

Introduction and Welcome

Industry Update

New representatives from the hospitality industry will be given an opportunity to speak briefly about generic job trends within their companies and to identify positions currently held by workers with handicapping conditions.

Resource Presentations

Ms. Roslyn Rubin, SPRI Counselor, will discuss successful placements of the handicapped in positions in the hospitality industry.

Mr. Roland Sturm, Coordinator of Services of Severely Disabled, O.V.R., will discuss devices utilized to overcome handicapping conditions.

College Presentations

Representatives from two and four year colleges will describe aspects of programs to help the handicapped students become job-ready.

Break

Small Group Problem-Solving Exercises

Evaluation

Luncheon

APPENDIX B (Continued)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3574

The College and Industry Partnership: Proactive Strategies for Employment of Handicapped College Graduates

May 24, 1978

AGENDA

9:00 - 9:30	Informal coffee hour
9:30 - 11:00	Panel presentation of proactive strategies from the perspectives of government agencies and the college and business/industry communities

Panelists:

- Ms. Eunice Fiorito, Special Assistant to the Commissioner, Rehabilitation Services Administration, Washington, D.C., former Director, Mayor's Office for the Handicapped
- Mr. Paul Hearne, Founder and Director, Handicapped Law Project, Community Action for Legal Services
- Mr. Rami Rabby, Manager, Affirmative Action Division, Citicorp
- Mr. Anthony Santiago, Acting President, Hostos Community College

11:00 - 11:20	Break (coffee and danish)
11:25 - 12:10	Small Group Workshop A
12:15 - 1:00	Small Group Workshop B

(Participants pre-register for small group workshops)

Luncheon

This workshop is the culminating activity of the College and Industry: Partners in the Handicapped Employment Role (CIPHER) project.

APPENDIX C

MATERIALS USED IN SMALL GROUP PROBLEM SOLVING TASKS

CURRENT CONCERNS OF COLLEGE AND INDUSTRY

The following material was derived from discussions with representatives from the publishing industry and college placement personnel:

1. At times, college placement personnel miss a sense of meaningful and productive interchange between themselves and industry employment representatives when discussing potential employability of handicapped college students. Their concern prompts the following questions:

   - What can the college placement person do to facilitate a frank exchange of information about disabled students seeking employment?

   - What are the real questions industry representatives may have regarding a handicapped applicant for employment? How should these questions be asked?

2. An individual with a visual handicap applies for and is offered a position in an accounting department of a publishing firm. The job requires accurate transfer and manipulation of figures. The employee is unable to do many of the required tasks and a post-employment medical examination reveals the extent of the individual's visual impairment. What is your response to the following questions:

   - What is the responsibility of the employee to reveal his/her handicapping condition? How would you advise this individual regarding disclosure?

   - What is the company's responsibility to an individual who, after being hired, is found to be unable to perform required tasks because of a disability?

   - What steps could have been implemented to avoid the above situation?

3. What are available job-related aids which assist disabled persons? Where can information about such aids be found?

4. In what ways would information about the job titles, job specifications and performance evaluations of disabled employees be useful to persons seeking to help the disabled enter the world of work?

5. Some companies follow an employment policy for hiring disabled workers which "matches" advancement of other firms within the industry, and do not assume a role of corporate leader. What are strategies which will encourage corporate leadership?

APPENDIX C (Continued)

6. How can outreach activities for employment of handicapped college graduates be encouraged, developed, and implemented by the hiring community?

7. How can business/industry employment representatives gather accurate information about a potential handicapped employee without risking a discrimination suit?

APPENDIX C (Continued)

Questions Used in Analyzing Case Studies

1. How should the student you are discussing go about looking for a job?

2. What obstacles or roadblocks might this person encounter in looking for work?

3. What do you think of the individual's vocational aspirations? Should other options be considered?

4. What job might be suitable in your firm?

5. What kind of assistance do you think the individual would need on a job in your firm?

6. Which skills would this person need to develop further to be employable by you?

7. If this person were hired by you, would co-workers relations become an issue?

8. What type of position do you think this person will be holding three years from now?

Finally, did different views exist in your group with regard to these questions?

APPENDIX C (Continued)

CASE HISTORY - Norman S.

Physical Characteristics

Norman is a 24-year-old student at Long Island University, of average build and appearance with quadriplegia resulting from congenital cerebral palsy. He utilizes a motorized wheelchair. Because he is not independent in daily living skills, he employs an aide.

His eyesight, hearing and memory are excellent and his speech, though labored, is generally intelligible to strangers. Although he is unable to write, he types accurately (15 wpm) with a headstick. He tapes interviews and arranges for note taking when necessary.

Educational Background

His early education took place in live-away facilities, where physical therapy was stressed as much as academic training. As a result, Norman never wrote a complete sentence until he learned to type at age 11. Although he attended special classes in the local junior high school, he was not fully integrated with ordinary students until he entered high school January, 1970.

Norman's superior intelligence evidenced itself in high school where he was elected to the National Honor Society. He attended Mercer County Community College from 1973-1976, earning 46 credits with a G.P.A. of 3.95.

Now a Journalism/Political Science major at Long Island University, Norman has maintained a 3.9 G.P.A. within the Honors Program, an intensified liberal arts program for selected juniors and seniors. In addition, he serves as president of the Disabled Students Committee.

Career Objectives

After being graduated from LIU in June of 1979, Norman plans a career as a magazine feature writer, with particular interest in political and news-related materials.

In order to major in journalism, he overcame some reluctance on the part of the department chairman by demonstrating a unique journalistic style and skill.

He has published articles in a New Jersey weekly, edits the newsletter of an organization for disabled individuals and the L.I.U. literary magazine. In time, Norman hopes to publish his own magazine.

Prepared by:

Susan Cohen
Corinne Weinman

Vocational Counselors
Long Island University
Special Educational Services Progam

APPENDIX C (Continued)

STUDENT PROFILE - Robert

Robert has just completed the accounting curriculum at the City College of New York. Taking a full course load each semester, he completed his degree with a B average overall and a B+ average in his major. While he maintained respectable grades, his average dropped during his last semester. The four A grades Robert received were all in mathematics - related courses and may indicate an above average ability in this area. In addition to an expressed interest in his major area of accounting, he also shows some enthusiasm for data processing.

Robert's disability is muscular dystrophy. He has weakness in the lower extremities, with confinement to a wheelchair. Robert is sponsored by the Office of Vocational Rehabilitation. Transportation is provided by a private taxi service from his home to City College four days a week.

The counselor perceives Robert as an individual who is well integrated both academically and socially. He is outgoing and independent in relating to his peers at City College. Robert is able to accept his disability and has successfully adjusted to his non-ambulatory state of functioning.

As an active member of several self-help groups for disabled students on campus, Robert has expanded his basic territory of influence. He attends meetings three times a week with these groups and is viewed as a leader by other members. In meetings, he usually took a problem-solving tack and was not averse to suggesting or taking action.

Robert's short-range occupational plans are to obtain an accounting or bookkeeping position. He has recently considered applying for a master's degree program in economics or finance. His long-range career objective is to become a certified public accountant. Robert's work experience is limited to one summer's internship with an accounting firm, under the auspices of the Mayor's Office for the Handicapped. In the counselor's estimate, he will make a reliable and conscientious employee who is capable of "producing" and taking on increasing amounts of responsibility. Robert communicates positively and effectively and shows a high degree of maturity and consideration towards others which could be helpful in carrying out supervisory functions. A job site for Robert would have to be wheelchair accessible.

APPENDIX C (Continued)

Robert's Transcript

Semester-Year	Course Title	Grade
Fall 1973	Bas math for college	B
	Devel writing	S
	Devel reading	S
Sp 1974	Prin of acctg I	A
	English comp I	B
	Intro to Bus	B
	Prin of Acctg II	A
Fall 1974	Law of bus contracts	B
	Bus math	B
	Economics 20	B
Sp 1975	Law of Bus org	A
	Business law	C
	English comp II	B
	Eco of marketing	B
	Eco analysis of the law	C
FA 1976	Statistics	P
	Organizational theory	B
	American Lit I	B
Spring 1976	Consumer economics	A
	Taxes	B
	Intro to management sci	B+
	Production & commodity distribution	C+
FA 1977	American Lit II	B
	Intro to math eco theory	B+
	Adv bus law	B+
Spring 1977	Trade unionism	B
	Math eco theory II	B+
	Statistics II	P
	Marketing & consumption	B

APPENDIX C (Continued)

STUDENT PROFILE - Natalie

Natalie has recently completed a two-year liberal arts degree at a community college. Natalie's disability is severe visual impairment to her right eye and limited vision with her left eye. Natalie has no secondary impairments and is able to compensate for her limited vision through the use of corrective lenses.

Natalie's initial career objectives were in the area of education. She changed her goals after participating in a co-op experience in an international hotel setting. Natalie has decided to take additional courses in elementary and advanced French in order to pursue her interest in front desk work at a hotel.

Natalie's counselor arranged a two-day-a-week co-op experience in a Queens, New York, international hotel in order for Natalie to utilize her six years of high school French background. She initially spent some time observing and being introduced to the front and back of the house management and routine of the hotel. Under the supervision of the front desk manager, she was advised in the correct procedure for greeting and registering new guests. Eventually, she was able to register new guests without any outside supervision. Her writing of registration information was limited by her visual disability. This was compensated for by the guests writing their own names and addresses.

As a result of her work at the front desk, Natalie changed her view of the opportunities available in the field of education. Since graduating with her A.A. degree, Natalie has taken an intensive course in conversational French and recently enrolled in a course on French literature.

Natalie will be seeking employment as a bilingual worker with an international hotel in New Orleans. She has contacted several major hotel chains and will be going on interviews during the next several months. She is viewed by her counselor and co-op supervisor as having excellent interpersonel skills. She has no travel restrictions and looks forward to exploring new areas of the United States.

APPENDIX C (Continued)

Natalie's Transcript

Semester-Year	Course Title	Grade
SU 1976	Elem Stat	D
	Princ Acct 1	WU
	Coop Educ	B
SP 1976	Health	C
	Abnormal Psy	INC
	Off & Per Mngmt	B
WI 1975	Writing & Lit	D
	Group Discussion	NC
	Bio Sci	B
FA 1975	Oral Comm	B
	Algebra	B
	Dev Psy 2	C
SU 1975	Short Story	NC
	Biol Sc	NC
SP 1975	Writing & Lit	NC
	Coop Educ	B
WI 1974	Writing & Lit	NC
	Ecology	C
	Dev Psych 1	A
FA 1974	Coop Educ	B
SU 1974	Basic comp	C
	Algebra	NC
	Suc of Fam	C
SP 1974	Basic Math 2	C
	Gen Psych 1	C
	Reading & Study	B
	Fund Writing	B
WI 1973	Basic Math 1	C
	Intro Soc Sci	C
	Fund Writing	NC
	Reading & Study	NC
FA 1973	Intro Suc Sci	NC
	Basic Reading	C
	Comm Inten	A

APPENDIX C (Continued)

STUDENT PROFILE - Jim (Age 27)

Jim first entered the community college as a student in the homebound program for disabled students. Up until that time, he was out of work, not having the skills to secure employment. His entry into the homebound program was done without agency support. Having demonstrated the ability and motivation to take on college work in the homebound program, Jim received agency support to attend school on campus, including transportation and tuition costs.

In college, Jim majored in Business Management with a concentration in Marketing, and will graduate with a C average overall, making him an average student. His counselors feel that his school grades underestimate his ability as well as his potential to perform on the job. He is described as highly motivated and has had excellent school attendance even in bad weather.

The counselor said, "Jim has good interpersonal skills, is a creative individual, acts in a mature manner, and presents himself well." He is a regular member and active participant in workshops for the disabled on our college campus. Disabled peers view him as a positive role model, exemplifying an individual who has been able to make it through the educational system.

Currently, Jim is living at home with his parents and one younger sibling. His family is perceived as being warm and supportive. In his free time, he experiments with new recipes for baking breads and pastries. He developed an avid interest in the culinary arts when he was confined to his home for an extended period of time. He watches the special programs on television that deal with basic cooking skills and techniques. Julia Child is one of his favorite TV personalities. Once a week, Jim cooks a special dinner for his family to sample his newest creations.

During the past three years, Jim has worked at home as a volunteer collating envelopes for the United Cerebral Palsy organization. His younger brother has helped him with this task, and they have exhibited a positive and consistent regard for one another. Jim appears to have an easy rapport with peers and has several friends who visit him at home.

Jim is interested in doing catering work from his home in conjunction with restaurants in his neighborhood. He aspires towards owning and managing his own catering service in the future.

Cerebral palsy has confined Jim to a wheelchair which is non-motorized and can be maneuvered by him. Jim has no problem with his speech and articulates clearly and distinctly. He has strong manual and finger dexterity and is able to cook, chop and bake with no additional assistance. The job-related physical accommodations needed by him would be wheelchair accessible.

APPENDIX C (Continued)

Jim's Transcript

Semester-Year	Course Title	Grade
FA 73	Comp Workshop	P
	Coll Read & Std Skl	P
SP 74	Princ of Acctg I	B
	Bus Org & Managemt	C+
FA 74	Business Law I	D+
	Engl Comp I	B-
	Intr to Economics	D
	Psychology	D
SP 75	Business Math	C-
	Intro Bus Data Pro	C+
	Engl Comp 2	C
	Bas Math Skills	W
	Fund of Speech	B
FA 75	Elem of Marktg	C-
	Princ of Finance	D
	Crit Iss in H E	B
	Fund Math	W
	Labor and Managemt	B
SP 76	Marketg Research	C
	Elem of Salesmnshp	C+
	Elem of Advertising	C+
	Elem of Retailing	C
	Fund Math	W
FA 76	Business Machines	B-
	Fund Math	B
	Prin Ast & Space	C

APPENDIX C (Continued)

STUDENT PROFILE - Maxine

Maxine has recently completed a two-year liberal arts degree at a community college. Maxine's disability is cerebral palsy. She is ambulatory, has a secondary speech impediment and a hearing impairment which is totally corrected by hearing aids. Maxine's speech is intelligible when in face-to-face communication, but is not so over the phone.

Maxine's initial career objectives were in education-- as a teacher or teacher's aide. However, after a co-op experience in a school setting, she changed her goals, in part because of the additional undergraduate and graduate training required for teaching positions.

Maxine's counselor arranged an on-campus co-op experience for her in one of the college's accounting offices where she had the opportunity to utilize some of the clerical skills she had already developed. She initially spent some time observing and being introduced to office procedures and took on filing and duplicating. Under the supervision of the office manager, she was trained to use the adding machine and posted checks. Eventually, she reorganized the filing system in the office and took on some light typing. Her typing, however, was limited by her motor limitations, and her speech ability precluded any work over the telephone.

As a result of her work in the accounting office, Maxine changed her view of the opportunities available in this field, and since graduating she has enrolled in a bookkeeping and one-handed typing program at a rehabilitation center.

Maxine will be looking for work as a bookkeeper. She is still not able to do phone work, but her typing skills have improved as a result of additional training. She is viewed by her counselor and co-op supervisor as having excellent interpersonal skills.

Maxine now has a driver's license, has use of a family car, and has no travel restrictions.

APPENDIX C (Continued)

Jim's Transcript

Semester-Year	Course Title	Grade
FA 73	Comp Workshop	P
	Coll Rea[illegible] Std Skl	P
SP 74	Princ of Acctg I	B
	Bus Org & Managemt	C+
FA 74	Business Law I	D+
	Engl Comp I	B-
	Intr to Economics	D
	Psychology	D
SP 75	Business Math	C-
	Intro Bus Data Pro	C+
	Engl Comp 2	C
	Bas Math Skills	W
	Fund of Speech	B
FA 75	Elem of Marktg	C-
	Princ of Finance	D
	Crit Iss in H E	B
	Fund Math	W
	Labor and Managemt	B
SP 76	Marketg Research	C
	Elem of Salesmnshp	C+
	Elem of Advertising	C+
	Elem of Retailing	C
	Fund Math	W
FA 76	Business Machines	B-
	Fund Math	B
	Prin Ast & Space	C

APPENDIX C (Continued)

STUDENT PROFILE - Maxine

Maxine has recently completed a two-year liberal arts degree at a community college. Maxine's disability is cerebral palsy. She is ambulatory, has a secondary speech impediment and a hearing impairment which is totally corrected by hearing aids. Maxine's speech is intelligible when in face-to-face communication, but is not so over the phone.

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APPENDIX C (Continued)

CASE A - Mary

Mary is an attractive 25-year-old skilled secretary with a high school diploma. She had been employed with the same firm for five years, and was considered to be a reliable, conscientious worker who was well liked by her colleagues. She was involved in an accident a year ago which resulted in amputation of her right arm below the elbow. After a period of hospitalization and recuperation, she sought and recieved training to be a one-handed typist. However, because of her social skills, that is, her ability to relate to diverse kinds of people in very friendly, non-threatening ways, her organizational ability, and her attractive appearance, she was advised to consider seeking a position as a hostess in a restaurant. Such a position could provide a psychological boost for her, and she has the necessary skills to perform the tasks associated with being a hostess.

Issues:

What are possible "reasonable accommodations" a restaurant might make for Mary?

What might restaurant staff reactions be regarding Mary's employment?

What strategies may Mary incorporate in her search for a position as hostess?

What are some of the ways Mary can overcome her handicap to gain entrance into a "glamour industry?"

APPENDIX C (Continued)

CASE B - John

John is a 24-year-old graduate of a four-year college, with a degree in accounting. While in college, he maintained a solid B average, and was considered to be a diligent, conscientious student. He applied for and was offered a position as an accountant for a prestigious hotel in New York. John is an epileptic whose seizures are largely controlled by medication. John did not mention his disability during his employment interviews; the medical department discovered his condition during a routine medical exam two months after he had been performing his job.

Issues:

What are possible management responses to the knowledge that John has epilepsy?

What role, if any, does the concept of "reasonable accommodation" play in this situation?

What are the issues related to sharing crucial medical information with managers and/or co-workers? How might these issues be resolved?

What are some of the issues related to disclosure of a handicapping condition?

CASE C - Eric

Eric is a 43-year-old male who has an associate degree in restaurant management, and who has taken additional training qualifying him as a Cordon Bleu chef. A union member, he has been a chef at a well-known midtown dining establishment for eight years. During the past year or so, his behavior has become increasingly erratic. He no longer is punctual, he has unexplained absences, he is away from the kitchen for increasingly long periods of time, and his relationships with co-workers have deteriorated. Often he seems to have alcohol on his breath.

Issues:

What are possible management responses to this situation?

What are possible union responses to this situation?

What, if any, applicability does the Flynn Act or the Rehabilitation Act of 1973 have to this case?

What are existing programs to which Eric may turn for assistance?

APPENDIX D

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

COLLEGE ADVISORY COUNCIL MEETINGS - AGENDAS

College Advisory Council Agenda

February 28, 1978

Starting: 9:30 a.m.

- CIPHER strives to meet some of the needs of college placement and counseling personnel: Which needs are being fulfilled by CIPHER, and what areas need special attention in the future?
- What is CIPHER doing to enhance placement of able-bodied and disabled students in the world of work? How might CIPHER help college placement personnel to become even more effective than they are in responding to the needs of the disabled students on campus?
- Evaluation of February 16th workshop involving representatives from the publishing industry?
- Refinement of the agenda for the second publishing CIPHER workshop scheduled for March 7th.
- Other business.

Adjournment: 11:00 a.m.

APPENDIX D (Continued)

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College Advisory Council Agenda

May 9, 1978

Follow-up report of CIPHER activities since the last meeting.

The May 24 meeting is the final CIPHER workshop. The project has been funded by the State Education Department for the past three years, and the grant is now being renewed.

- What are current strategies utilized by colleges which are related to enhancing employment opportunities for handicapped students?
- What can colleges do to continue the thrust of CIPHER activities?
- What strategies may be designed and implemented which will enable college placement and coordinating personnel to share resources and contacts?
- How can colleges continue to sensitize and increase the awareness of industry to issues and concerns related to employemtn of handicapped college students?

Plans for the May 24th workshop.

Other business.

APPENDIX E - LETTER SAMPLES

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

February 3, 1978

COLLEGE CONFIRMATION LETTER

We are delighted that you will be joining us as a representative of your college in our program for the handicapped, College and Industry: Partners in the Handicapped Employment Role (CIPHER). CIPHER workshops provide a rich opportunity for you as a placement or counseling specialist to meet with industry representatives to discuss problems and strategies related to employment of the handicapped.

We plan to have personnel representatives from the publishing industry explore with you the various kinds of jobs that are found in the organizations they represent. They will share their perceptions of what the jobs are really like, job requirements, and anticipated job needs with publishing. In addition, you will serve a valuable function as a resource person having special knowledge and awareness of the needs of the disabled as they seek a role in the world of work. You will be called upon to help sensitize industry personnel to the skills and limitations of disabled students. Finally, the informal format of the workshops enccurages free exchange of ideas, approaches and problems faced by those who have a commitment to assist the disabled to find suitable employment.

Workshops utilizing personnel from the publishing industry will be held on Thursday, February 16, and on Tuesday, March 7, from 9:00 a.m. to 12:30 p.m. at the Graduate School and University Center, CUNY, 33 West 42 Street. The workshop on February 16, will be held in Room 1437, for which directions will be posted. Luncheon will be served, and we hope that you will utilize time during lunch to follow-up on concerns identified or generated in the morning's activities.

We are excited about activities being planned for this series of workshops, and know that your expertise will be of great value to the CIPHER endeavor. If you would like further information, please contact Jim Cosse or Phyllis Cohen at 354-1337 or 221-3574. We look forward to seeing you on February 16.

Sincerely,

Phyllis Lee Cohen — Project Associate
Jim Cosse — Project Associate
David Katz, Ph.D. — Project Director

APPENDIX E (Continued)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 354-1337 or 221-3574

INDUSTRY REMINDER LETTER

We are delighted that you will be participating in our program, College and Industry: Partners in the Handicapped Employment Role (CIPHER). CIPHER workshops provide an opportunity for two and four year college placement and counseling personnel working with special needs students to meet with you and other members of the hospitality industry to discuss issues and concerns that relate to employment possibilities for disabled college students.

CIPHER is not a job development project, but rather its goal is to provide a forum for the business and college communities to explore mutual areas of concern that relate to employment of handicapped students.

Participants from the hospitality industry are seen as resource people by college personnel in that business representatives can provide the needed information about employment trends within their organization and/or industry. In addition, industry representatives can give a firsthand description of the hiring process.

Also participating at the workshop will be resource people from governmental and social agencies who are well informed about legislation that relates to employment of disabled workers. The informal format of the workshop permits optimum exchange of ideas, concerns, and strategies.

The hospitality industry workshop will be held on:

Thursday, April 27th

from 9:30 a.m. - 12:30 p.m.

at the Graduate School and University Center, CUNY
33 West 42nd Street Room 1700

Luncheon will be served.

APPENDIX E (Continued)

We are excited about activities being planned for the workshop and have great expectations that your involvement will help make it a success. If you would like further information, please contact Jim Cosse or Phyllis Cohen at 354-1337 or 221-3574. We look forward to seeing you on April 27th.

Sincerely,

Jim Cosse
Project Associate

Phyllis Lee Cohen
Project Associate

David Katz, Ph.D.
Project Director

APPENDIX E (Continued)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 354-1337 or 221-3574

INDUSTRY FOLLOW-UP LETTER

I was pleased to have the opportunity to talk with you briefly about College and Industry: Partners in the Handicapped Employment Role (CIPHER) today, and am delighted to explain the intent and goals of the project. CIPHER exists to provide a means of exploring and expanding employment possibilities of disabled students currently enrolled in two and four year colleges by bringing together college placement and counseling personnel with representatives from business and industry. CIPHER workshops focus on specific career clusters; in the past, such businesses and industries as finance, retailing, transportation, and advertising have participated. Our current efforts are directed toward the hospitality industry, and several of your colleagues within your industry have responded enthusiastically to invitations to participate.

Participants from industry are seen as resource people by college personnel in that industrial representatives provide general information about employment trends, specific job description, and perhaps an overview of the employment process at the company the participant represents. College representatives rarely have a firsthand opportunity to obtain information of this sort and can become more effective career counselors by having current information. In addition to college and industry representation, there will be persons from governmental and quasi-public agencies who are informed about various aspects of affirmative action legislation and resources available to industry. The informal format of the workshop permits optimum exchange of ideas, concerns, and strategies.

Past participants have described the workshop experience as a valuable aid for identifying and clarifying issues, and formulating and implementing affirmative action plans. Past experience indicates that the success of CIPHER depends upon the active participation of businesses that have indicated a commitment to respond to the needs of disabled youth who are ready to enter the world of work.

APPENDIX E (Continued)

The workshop is scheduled for the morning of April 27th, from 9:30 to 12:30. You may elect to send someone other than yourself, although we would prefer to have individuals who are company decision makers.

If we can provide further information, please feel free to contact Jim Cosse or Phyllis Cohen at 354-1337 or 221-3574. We appreciate your interest and look forward to future contact with you.

Sincerely,

Jim Cosse
Project Associate

Phyllis Lee Cohen
Project Associate

WORKSHOP:

Date: April 27th (Thursday)

Time: 9:30 a.m. to 12:30 p.m.

Place: The Graduate School and University Center, CUNY
33 West 42nd Street Room 1700

Luncheon will be served.

APPENDIX F

PARTICIPANT RATINGS OF ACCOMPLISHMENT OF PROGRAM OBJECTIVES

Questions Answered by College Participants

One of the aims of the CIPHER program is to make the business community more aware of the work capabilities of the handicapped. Do you feel this was accomplished in this meeting today?

Percent* responses in each rating category
(n = 51)

1	2	3	4	5
.04	.08	.16	.45	.27

Did business representatives present the kind of information you can use to assist a disabled student in securing employment?

Percent* responses in each rating category
(n = 56)

1	2	3	4	5
.02	.13	.43	.29	.14

As a result of today's meetings, have the business representatives increased their understanding of the functions of college student personnel people?

Percent* responses in each rating category
(n = 50)

1	2	3	4	5
.04	.06	.52	.32	.06

Do you feel that the business representatives now have a better understanding of the day-to-day problems and issues which confront placement people?

Percent* responses in each rating category
(n = 52)

1	2	3	4	5
.08	.08	.37	.33	.15

How effective was today's workshop in developing industry support for using skilled college students?

Percent* responses in each rating category
(n =51)

1	2	3	4	5
.06	.02	.61	.24	.08

APPENDIX F (Continued)

Questions Answered by Industry Participants

One of the aims of the CIPHER program is to make the business community more aware of the work capabilities of the handicapped. Do you feel this was accomplished in this meeting today?

Percent* responses in each rating category
(n = 22)

.14	.05	.23	.41	.18
1	2	3	4	5

Did college participants present the kind of information that a personnel officer can use to assist a disabled student in securing employment?

Percent* responses in each rating category
(n = 19)

.05	.11	.42	.37	.05
1	2	3	4	5

As a result of today's meeting, have the participating college personnel increased their understanding of the functions of personnel officers in industry?

Percent* responses in each rating category
(n = 16)

.13	0	.31	.50	.06
1	2	3	4	5

Do you feel that college placement people now have a better understanding of the day-to-day problems and issues which confront business/industry people?

Percent* responses in each rating category
(n = 18)

.06	.06	.44	.28	.17
1	2	3	4	5

Do you feel CIPHER helps a college increase the opportunity for disabled college graduates to secure employment?

Percent* responses in each rating category
(n = 18)

0	0	.33	.22	.44
1	2	3	4	5

APPENDIX F (Continued)

How effective was today's workshop in developing industry support for using skilled college students?

Percent* responses in each rating category
($\underline{n}$ = 20)

0	.20	.50	.15	.15
1	2	3	4	5

* Percentages in each category have been rounded off to the nearest whole percent. Therefore, not all totals will be 100%.